TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 10 - REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF SCHOOLS

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001 General Provisions

001.01 Statutory Authority. This Chapter is adopted pursuant to Sections 79-318, 79-305, 79-703, 79-704, 79-760.01, 79-760.02, 79-760.06, 79-760.07, 79-762, 79-215, 79-719 to 79-724, 79-758, 79-2,141, and 79-801 to 79-804 of the Revised Statutes of Nebraska (R.R.S.).

001.02 Accreditation Classification. Accredited school systems shall comply with all the numbered provisions of this Chapter except that the items identified as Quality Indicators are not requirements. No violations will be cited under Section 014 for any Quality Indicator. School systems will be classified as accredited if they meet all of the applicable requirements of this Chapter. All of the statements herein, with the exception of the Quality Indicators, are requirements of accredited school systems. Quality Indicators may be used by school systems to help in designing local programs. Nonpublic schools that are classified as accredited shall meet all of the requirements of this Chapter except when specifically excluded or when a requirement is for districts only.

001.03 Accreditation Requirement. All public school districts in Nebraska that provide elementary and/or secondary instruction to children of compulsory attendance age are required to be accredited under the provisions of this Chapter. Accredited school systems are also considered to be approved for legal operation for purposes of state law. Approved private or parochial schools are eligible to apply for and maintain accreditation under the provisions of this Chapter.

001.04 Related Regulations. In addition to the requirements of this Chapter, public school systems must also comply with procedures for enrollment of students as found in 92 NAC 19. Provisions applicable to both public and nonpublic schools regarding teacher certification and endorsement are contained in 92 NAC 21 and 92 NAC 24.

001.05 Implementation of this Chapter. This Chapter will initially be used during the ~~2012-2013~~ 2015-2016 school year to determine future accreditation status.

001.06 Duration of Accreditation. Accreditation is granted for one school year from each July 1 through the following June 30. Renewal is based upon the school system's compliance with this Chapter during the prior school year. As detailed in this Chapter, failure to comply with mandatory requirements for legal operation in Section 003 may cause a school system to lose its accreditation during the school year.

001.07 Unified School System. For purposes of compliance with this Chapter, a unified school system shall meet the requirements as though the schools were part of one single district. A unified system means two or more Class II or III school districts participating in an interlocal agreement under the Interlocal Cooperation Act with approval from the

State Committee for the Reorganization of School Districts under the provisions of 79-4,108 R.R.S.

001.08 Any public school districts reopening shall follow the application procedures as provided for nonpublic schools in Section 015.

002 Definitions. As used in this Chapter:

002.01 A QuESTT (Accountability for a Quality Education System Today and Tomorrow) means a system designed to measure the performance of public schools and districts and establish performance classifications through a framework that describes quality and accountability. The framework addresses two broad categories of quality education systems: 1.) Student Success and Access to include the following tenets: Positive Partnerships, Relationships and Student Success; Transitions; and Educational Opportunities and Access; and 2.) Teaching and Learning, to include the following tenets: College and Career Ready; Assessment; and Educator Effectiveness, as outlined in Appendix G.

002.02 A QuESTT Tenet means statements used in this Chapter to describe conditions which contribute to quality education systems for public schools and districts. A QuESTT tenets are not requirements of this Chapter.

002.03 Board means the State Board of Education.

002.04 Commissioner means the State Commissioner of Education.

002.05 Core Curriculum means a curriculum which includes language arts, social studies, science, mathematics, career and technical education, world language, visual and performing arts, and personal health and physical fitness and which, in public schools, incorporates multicultural education in all areas.

002.06 Course means a particular subject, subject area, or defined sequence of learning experiences scheduled during the school day with a certificated teacher assigned and with one or more students enrolled and in attendance.

002.07 Department means the State Department of Education, which is comprised of the Board and the Commissioner.

002.08 Elementary Grades means those grades designated by the school system as elementary, but not to include any above grade eight.

002.09 Governing Body means the school board or board of education of a public school district, a board elected or appointed to provide direction to a nonpublic school or a nonpublic school system, or an individual or corporate owner.

002.10 High School Grades means grades 9 through 12 in a school system organized with a four-year high school and grades 10 through 12 in a school system organized with a three-year high school. School systems organized with a three-year high school may include the ninth grade in determining compliance with this Chapter.

002.11 Integrated Course or Curriculum means a course or curriculum that is organized by concepts, themes, or ideas and includes content from two or more subjects or fields.

002.12 Instructional Unit means 15 clock hours (900 minutes) of classroom instruction in a course offered in the secondary school. As an example, a course which meets for 50 minutes a day for 180 days generates 10 instructional units. Instructional units are computed to the nearest one-tenth.

002.13 Learning Community means a political subdivision which shares the territory of member school districts and is governed by a learning community coordinating council established pursuant to Section 79-2102 R.R.S.

002.14 Middle Grades means grade(s) designated by the school system as middle and may include any grades from four through nine. The middle grades typically include at least grades seven and eight. Common middle grade configurations are grades six through eight or grades seven through nine.

002.15 National Assessment Instrument means a nationally norm-referenced test developed and scored by a national testing service.

002.16 Performance Level Classifications means categories of public schools and school districts established by the Board based upon public school and school district performance as indicated by graduation rates, by student growth and student improvement on state assessment instruments as provided in Section 79-760.03 R.R.S. and by status and participation in statewide assessment. Additional indicators of public school and district performance based on A QuESTT tenets will be specified by the Commissioner and adopted by the Board in future revisions of this Chapter.

002.17 Priority School means a public school selected from the lowest performance level classification and designated as being one of three schools in greatest need of assistance to improve student achievement as provided in this Chapter.

002.~~16~~18 Quality Indicators means statements used in this Chapter to describe conditions which contribute to high performance learning. These statements express the intent of the regulations which follow. Quality Indicators are not requirements of this Chapter.

002.~~17~~19 School means an individual attendance center within a school system which provides either elementary, middle, secondary and/or high school education.

002.~~18~~20 School District means the territory under the jurisdiction of a single public school board as authorized in Chapter 79 of the Revised Statutes of Nebraska.

002.~~19~~21 School System means a public school district or a nonpublic school or group of nonpublic schools under a governing body organized to provide education in elementary, middle, secondary, and/or high school grades as provided in this Chapter.

002.2~~0~~2 Secondary Grades means those grades designated by the school system as secondary, but not to include any below grade seven.

002.~~01~~23 Statewide Assessment means the process of measuring student achievement and progress on state-adopted standards. This definition applies to the statewide system of assessment and reporting for the school year 2009-10 and beyond for reading, 2010-11 and beyond for mathematics, and 2011-12 and beyond for science.

002.~~02~~24 State Assessment Instrument means a test aligned with state standards that is designed to measure student progress and achievement. This definition applies to the statewide system of assessment and reporting for the school year 2009-10 and beyond for reading, 2010-11 and beyond for mathematics, and 2011-12 and beyond for science.

002.2~~1~~5 Teach as defined in Section 79-101 R.R.S., means and includes, but is not limited to, the following responsibilities: The organization and management of the classroom or the physical area in which the learning experiences of pupils take place; the assessment and diagnosis of the individual educational needs of the pupils; the planning, selection, organizing, prescribing, and directing of the learning experiences of pupils; the planning of teaching strategies and the selection of available materials and equipment to be used; the evaluation and reporting of student progress.

003 Mandatory Requirements for Legal Operation. To be eligible for accreditation or to continue as an accredited school system, the following requirements shall be met when applicable. Failure to comply with Sections 003.01 through 003.11 shall be just cause for the Commissioner to initiate proceedings before the Board to terminate accreditation and end legal operation during the school year.

003.01 Teacher and Administrator Certification. The school system shall use only persons certificated pursuant to 92 NAC 21 to be a teacher or administrator. Pursuant to 79-1603 R.R.S., persons conducting religion or prekindergarten classes in nonpublic schools which are not counted as a part of the school's courses for purposes of complying with the requirements of this Chapter are excluded from this requirement. Pursuant to 79-802.01 R.R.S., American Indian language teachers who are approved by

the tribe to teach their native language are also excluded from this requirement when conducting native language classes.

003.02 Grade Levels. The school system shall operate, offer instruction in, and give credit in only the grades for which the school system is accredited.

003.03 Required Instruction. Instruction in English, mathematics, science, and social studies shall be available each school year for all grades.

003.04 Required Programs and Procedures. Each public school district shall incorporate multicultural education in all areas of the curriculum of grades kindergarten through twelve, as provided in Section 004.01F. Each public school district shall meet the certificated-employee evaluation requirements as provided in Sections 007.06A through 007.06B. Each public school district shall comply with the requirements ~~for enrollment of students~~ contained in 92 NAC 15 (Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools) and in 92 NAC 19 (Regulations Regarding School Enrollment). Each public school shall meet statutory provisions contained in Sections 004.01B, 004.02B, 005.02 through 005.02C, 008.05B, 008.05C, 011.01F and 011.01G of 92 NAC 10. Each school system shall meet statutory provisions contained in Sections 004.02A3, 004.03A4, and 004.04B2.

003.05 Graduation Requirements. Each high school shall require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent shall be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25 percent above the number of instructional units.

003.05A By the 2014-15 school year, school districts shall adopt and implement graduation requirements that meet the highest level of rigor of the standards as specified in the state standards set forth in the appendices of this Chapter, including, but not limited to the following:

003.05A1 Language Arts. Forty credit hours of Language Arts with course content that includes composition, verbal communication, literature, research skills, and technical reading and writing.

003.05A2 Mathematics. Thirty credit hours of mathematics with course content that includes algebraic, geometric, data analysis, and probability concepts.

003.05A3 Science. Thirty credit hours of science with course content that includes biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience.

003.05A4 Social Studies/History. Thirty credit hours of social studies/history with course content that includes civics/government, geography, United States and world history, and economic concepts.

003.05B School systems may adopt a policy allowing high school credit to be awarded to students enrolled in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.

003.05C As required in 92 NAC 18, school systems accept the academic credit earned at Interim Program Schools and issue diplomas to students transferring from Interim Program Schools who have met the requirements for graduation from their own accredited high school.

003.06 School Year. Each school system shall provide at least the following instruction annually between July 1 and June 30 for the grades it offers: (a) for grades up through grade eight, the time equivalent to 1,032 hours, (b) for grades nine through twelve, the time equivalent to 1,080 hours; and (c) for kindergarten, the time equivalent to 400 hours. When a school is dismissed for any reason such as tournaments or contests, parent/teacher conferences, funerals, parades, and school picnics, time shall not be counted in meeting the 400/1,032/1,080 hour school year requirement. Time scheduled for the school lunch period shall not be counted in meeting the school year requirements. Pursuant to the provisions of 79-213 R.R.S., school systems unable to meet the minimums for instructional hours due to epidemic sickness, severe storm conditions, or destruction of the school house may request permission from the Board to offer fewer than the minimum hours by submitting an affidavit sworn to by the secretary of the school board and explaining the circumstances resulting in the request.

003.07 Assurance Statement. Each school system shall, by November 1 of each year, submit to the Department an Assurance Statement, as prescribed by the Department, signed by a representative of the school system governing body affirming compliance or specifically noting any noncompliance with the regulations contained in this Chapter.

003.08 Reports. The following reports shall be submitted to the Department each school year.

003.08A On or before September 15 of each school year, the head administrator of each school system shall submit electronically, via the Nebraska Student and Staff Record System (NSSRS) portal, a Fall Personnel Report. Additions of certificated staff after submission of the Fall Personnel Report shall be reported to the Department at the time of contracting.

003.08B On or before June 30 of each school year, the head administrator of each school district shall submit electronically, via the NSSRS portal, data elements required by Sections 005.02 thru 005.02C of this Chapter.

003.08C On or before the last day of February of each school year, the head administrator of each nonpublic school system shall submit electronically, via the NSSRS portal, a Curriculum Report.

003.09 Contracting Districts. School districts that contract under the provisions of state statute with another district or districts to provide all educational services for all students in the secondary grades may be considered accredited but may operate only elementary grades. School districts shall notify the Department upon approval of the patrons of the district for contracting all elementary students and/or all secondary students with other districts. Any school district reopening after contracting all students shall follow the same application procedures as provided for nonpublic schools in Section 015 of this Chapter.

003.10 School Site Review. The State Department of Education staff may conduct periodic on-site visits to school systems to review and determine compliance with the provisions of this Chapter.

003.11 Contested Case Orders. In a contested case, any school system receiving an order entered by the State Board of Education under the Administrative Procedures Act shall comply with the conditions of the order, unless a judicial stay has been entered.

003.12 Each public school district shall require each such district's schools to establish a period of time during the school day, when a majority of pupils is scheduled to be present, during which pupils will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America, in grades kindergarten through twelve. Pupil participation in the recitation of the Pledge of Allegiance shall be voluntary. Pupils not participating in the recitation of the Pledge shall be permitted to silently stand or remain seated but shall be required to respect the rights of those pupils electing to participate.

004 Curriculum and Standards

004.01 K-12 Curriculum. **Quality Indicator: The curriculum is comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. The instructional program focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory.**
A QuESTT Tenet: Every student is prepared to pursue postsecondary educational opportunities and career goals upon completion of secondary education.
A QuESTT Tenet: Every student has access to coordinated and comprehensive instructional opportunities to be prepared for learning, earning, and living.
A QuESTT Tenet: All students experience success through a continuous improvement process that builds student, parent/guardian/family and community engagement in order to enhance educational experiences and opportunities for all

students.

004.01A The instructional program of the school system is based on written purposes or standards and is approved by the local board of education or governing body. These documents are on file in each school building and each certificated staff member is provided a copy.

004.01B School districts adopt academic content standards in the subject areas of reading and writing (language arts), mathematics, and science determined by each district to be measurable quality standards that are the same as, equal to, or more rigorous than the state academic content standards in Appendix A (English Language Arts Standards), Appendix B (Mathematics Standards), ~~and~~ Appendix C (Science Standards), ~~of this Chapter~~ and Appendix D (Social Studies Standards) pursuant to 79-760.01 R.R.S.~~, the State Board will adopt new academic content standards in social studies by July 1, 2013.~~ The deadline for school districts to adopt replacement academic content standards ~~in social studies will be specified in future revisions to this Chapter, but, pursuant to 79-760.02 R.R.S.,~~ will not extend past one year following the State Board's adoption of new content standards. ~~for social studies.~~ Nonpublic schools have local academic content standards for reading, writing, mathematics, science, and social studies/history approved by the local governing body.

004.01C The school system has written guides, frameworks, or standards for all other areas of the curriculum. In connection with this requirement, school systems are encouraged to adopt the Fine Arts Standards adopted by the State Board March 4, 2014. The school system also has a written description of the library media and guidance programs.

004.01D Writing experiences are incorporated in all curricular areas K-12.

004.01E Educational/computer technology is incorporated in the instructional program at the elementary, middle, and secondary levels.

004.01F The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10.

004.01F1 The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.

004.01F2 The district curriculum guides, frameworks, or standards incorporate multicultural education.

004.01F3 The district multicultural education program includes a process for selecting appropriate instructional materials.

004.01F4 The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.

004.01F5 The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.

004.02 Elementary Curriculum. **Quality Indicator: The elementary instructional program is based on state or locally approved standards for student learning and helps each student acquire knowledge, skills, and understanding in all subject areas. The instruction is appropriate for the grade level of the students. Teaching and learning activities and the general environment stimulate, nurture, and encourage involvement in a wide range of learning experiences. The program helps students apply and extend basic skills by integrating topics throughout the curriculum. The schedule is sufficiently flexible to encourage teachers and students to address emergent needs and topics.**
A QuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, districts, and ultimately, college and career.

004.02A The Elementary Instructional Program. The elementary school has a representative weekly schedule for each classroom teacher encompassing experiences in the following subject areas:

004.02A1 Reading and Language Arts. The curriculum includes development and practice of skills and understanding in reading, writing, speaking, and listening. It helps children develop appreciation of literature, creativity, and expression.

004.02A2 Mathematics. The curriculum includes development, practice, and application of numeration, computation, estimation, problem solving, geometry/spatial concepts, measurement and related topics.

004.02A3 Social Studies. The curriculum helps children to develop an understanding of the world and its people. It includes experiences drawn from geography, history, economics, government, citizenship, career awareness, human relations, current affairs, and cultural studies. This includes instruction in American history and stories about the exploits and deeds of American heroes, singing patriotic songs, memorizing the Star-Spangled Banner and America, and reverence for the flag and proper conduct for its presentation as provided in 79-724 R.R.S.

004.02A4 Science. The curriculum helps children develop an understanding of science concepts and processes, and includes science as inquiry. It includes experiences drawn from physical science, life science, earth and space science, science and technology, and history and nature of science.

004.02A5 Health. The curriculum helps children develop an understanding of the body systems, nutrition, wellness (including physical activity), and healthy living habits.

004.02A6 Physical Education. The curriculum helps children develop and maintain physical coordination, large and small muscle control, physical fitness, leisure activities, and healthy behaviors.

004.02A7 Visual Arts. The curriculum helps children understand and apply a variety of media, techniques, and processes within a range of subject matter, symbols, and ideas. The curriculum includes reflection upon and assessment of art and study of art in relation to history, culture, and other curricular areas.

004.02A8 Music. The curriculum helps children to sing and play a variety of music, read and notate music, listen to and describe music, and evaluate music. The curriculum includes music in relation to history, culture, and other curricular areas.

004.02B Kindergarten. For school year 2012-2013 and each school year thereafter, admission to public school kindergarten is on an unqualified basis to all resident children who will reach age 5 by July 31 of the calendar year in the school year for which the child is seeking admission begins. Testing prior to school entrance, if any, is conducted only to identify children with disabilities under 92 NAC 51 or to meet requirements of 79-214(2) R.R.S.

004.02B1 Pursuant to 79-214(2) R.R.S., the school board may admit a child who will reach the age of 5 years on or after August 1 and on or before October 15 of such school year under the following circumstances:

004.02B1a The parent or guardian requests such entrance and provides an affidavit stating that:

004.02B1a(i) The child attended kindergarten in another jurisdiction in the current school year, or

004.02B1a(ii) The family anticipates relocation to another jurisdiction that would allow admission within the current year, or

004.02B1a(iii) The child has demonstrated through a recognized assessment procedure approved by the school board that he or she is capable of carrying the work of kindergarten.

004.02B2 Each school board shall approve and make available a recognized assessment procedure for determining if a child is capable of carrying the work of kindergarten.

004.02C Pupils in kindergarten through sixth grade do not participate in any kinds of athletic contests between schools within a school system or between school systems except that elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls when combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls and if the school board or local governing body has a policy regulating participation for sixth graders. Annual field or play days are excluded from this regulation.

004.03 Middle Grades Curriculum. **Quality Indicator: The middle grades instructional program is based upon state or locally approved standards for student learning. It builds upon the content of the elementary grades, extends the depth of learning experiences, and provides exploratory experiences throughout the curriculum. The program incorporates vocational technical education, foreign language, career education, and technology education. The instructional activities and schedule are designed to meet the developmental needs of middle grade learners.**
A QuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, districts, and ultimately, college and career.

004.03A Middle Grades Instructional Program. The program in the middle grades includes instruction for each grade each year in the following subject areas. Instruction may be provided through separate courses, integrated blocks of time, and/or through exploratory programs.

004.03A1 Reading. The curriculum includes experiences designed to help students expand, develop and apply reading skills introduced in the elementary grades. It includes reading for both information and enjoyment.

004.03A2 Language Arts. The curriculum includes activities that engage students in using language for a variety of reading, writing, speaking, and listening purposes.

004.03A3 Mathematics. The curriculum includes practice in numeration, computation, estimation, problem solving, geometry/spatial concepts, and measurement. It introduces algebraic and statistical concepts and provides opportunities for students to develop understanding of the structure of mathematics.

004.03A4 Social Studies. The curriculum includes content and experiences drawn from geography, history, economics, citizenship, government, cultural studies, and current events. This includes instruction in American history that makes the course interesting and attractive and to instill a love of country as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.

004.03A5 Science. The curriculum includes elements of life, physical, earth and space sciences, science as technology, and history of science. Learning activities emphasize science as inquiry and scientific processes and concepts.

004.03A6 Health. The curriculum includes the study of body systems and those factors which affect health, including natural and man-made threats and individual health choices.

004.03A7 Art. The curriculum includes activities and experiences designed to develop skills in working with a variety of artistic techniques, processes, and media. The curriculum relates art to history and culture and to other curricular areas.

004.03A8 Music. The curriculum includes experiences that involve students in singing and playing musical instruments and provides opportunities for students to pursue individual musical interests and to develop individual talents. It includes the study of a varied repertoire of music and its relation to history and culture.

004.03A9 Physical Education. The curriculum includes active involvement in health-related physical fitness activities designed to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility. It encourages students to develop habits of physical exercise through individual and team activities and by emphasizing involvement rather than competition. Practice for and participation in interscholastic activities cannot substitute for any part of physical education.

004.03B Career education is included in the middle grades program.

004.03C No student in grades seven or eight participates in interscholastic athletic contests between schools within a school system or between school systems which exceed six games in football, fourteen matches in volleyball, twelve games in basketball, eight meets in wrestling, eight meets in track and field, and eight contests in all other activities. Contest limits shall be based upon the total number of contests played. Each game, match or meet played in a tournament shall count as one of the contests permitted within these contest limits.

004.04 Secondary Curriculum. **Quality Indicator: The secondary instructional program is based upon state or locally approved standards for student learning. It provides breadth and depth of subject areas which enable students to achieve knowledge and skills necessary to continue post-secondary education or enter a career field. Instruction builds upon knowledge acquired in previous grades and helps students acquire the learning goals of the school, builds 21st century skills, and prepares students for living in a global society. Schools provide required instructional units on site or through a combination of local and distance learning programs.**
A QuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, districts, and ultimately, college and career.

004.04A Required High School Program. The high school program consists of courses totaling at least 400 instructional units.

004.04B The instructional program in grades 9-12 includes as a minimum the following subject fields and the number of instructional units shown for each:

004.04B1 Language Arts - 60 instructional units. The curriculum includes written composition, critical reading, interpretation of fiction and non-fiction, oral presentation, and application of listening skills.

004.04B2 Social Science - 40 instructional units. The curriculum includes content drawn from American and world history, geography, economics, civics, government and citizenship and may also include content from other social science areas such as sociology, psychology, and anthropology. This includes instruction in the U.S. and Nebraska Constitutions, the benefits and advantages of our government, the dangers of Nazism, Communism, and similar ideologies, the duties of citizenship and the appropriate patriotic exercises to include Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day and Veterans Day as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.

004.04B3 Mathematics - 40 instructional units. The curriculum includes communicating, reasoning, problem solving, numeration, computation, estimation, measurement, geometry, data analysis, probability and statistical concepts, and algebraic concepts

004.04B4 Science - 40 instructional units. The curriculum includes science concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology, and history and nature of science.

004.04B5 World Language - 20 instructional units or two years of daily classes in the same language. The curriculum includes reading, writing, speaking, and listening skills for communicating in one or more languages other than English, knowledge and understanding of other cultures, and developing insight into the nature of language and culture.

004.04B6 Career Education. The curriculum includes 80 instructional units in Career Education that include instruction in any of the following career fields: (1) ~~Arts, Communication, and Information Systems,~~ Agriculture, Food and Natural Resources, (2) Business, Marketing, and Management, (3) ~~Environmental and Agricultural Systems,~~ Communication and Information Systems, (4) Health Sciences, (5) Human Services and ~~Resources~~ Education, (6) ~~Industrial, Manufacturing, and Engineering Systems~~ Skilled and Technical Sciences.

~~004.04B6a Communication and Information Systems. The curriculum in this career field includes areas such as advertising, public relations, commercial photography, journalism, graphic design, broadcasting, scriptwriting, radio/TV production, computer applications, web design, interactive media, networking, e-commerce, computer science, and information technology.~~

004.04B6a Agriculture, Food and Natural Resources. The curriculum in this career field includes areas such as animal, plant, and soil sciences, agribusiness, food science, power, structural and technical systems, leadership and human resource development, natural resources, biotechnology and environmental science.

004.04B6b Business, Marketing, and Management. The curriculum in this career field includes areas such as e-commerce, business communication, finance, business and consumer law, entrepreneurship, accounting, business economics, personal finance, consumer economics, financial services marketing, retailing, fashion marketing/merchandising, international marketing, sports and entertainment marketing, hospitality and tourism.

~~004.04B6c Environmental and Agricultural Systems. The curriculum in this career field includes areas such as animal, plant, and soil sciences, agribusiness, food sciences, power, structural and technical systems, leadership and human resource development, natural resources, and environmental science.~~
004.04B6c Communication and Information Systems. The curriculum in this career field includes areas such as advertising, public relations, commercial photography, journalism, graphic design, broadcasting, scriptwriting, radio/TV production, information technology applications, web design, interactive media, networking, e-commerce, computer science, and information technology.

004.04B6d Health Sciences. The curriculum in this career field includes areas such as nutrition and food, family health, medical terminology, health informatics, therapeutic services, diagnostic services, certified nursing assistant, and health care sciences.

004.04B6e Human Services and ~~Resources~~ Education. The curriculum in this career field includes areas such as independent/adult living, home management, housing and home furnishings, family health, clothing and textiles, parenting and child development, ~~leadership and~~ human resource development, ~~business management, business law, international business,~~ criminal justice, human growth and development, interpersonal relationships, ~~parenting/child development,~~ and applied psychology.

004.04B6f ~~Industrial, Manufacturing, and Engineering Systems~~ Skilled and Technical Sciences. The curriculum in this career field includes areas such as housing and home furnishings, woods and construction, construction/ electricity, construction/home maintenance, computer aided drafting, metals and welding, manufacturing/metalworking, manufacturing/woodworking, millwork and cabinetmaking, electronics, technology engineering education, Principles of Technology, technology education, transportation power/auto mechanics, automotive services, ~~data base management~~ and ~~computer applications~~ energy.

004.04B6g Nonpublic college preparatory schools may substitute additional courses in language arts, foreign language, science, mathematics, and/or social science for up to 40 instructional units in career and technical education.

004.04B7 Personal Health and Physical Fitness - 20 instructional units or two years of daily classes in personal health and physical fitness. The personal health and physical fitness curriculum includes content to emphasize life-long wellness habits including the knowledge and psychomotor skills applicable to cardio-pulmonary resuscitation (CPR). The curriculum emphasizes non-participation in high risk behavior. The physical fitness curriculum includes an active program of health-related physical fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Practice for and participation in interscholastic athletic activities are not accepted as a substitute for any part of the personal health and physical fitness requirement.

004.04B8 Visual and Performing Arts - 40 instructional units which include each year instruction in vocal music, instrumental music, and visual arts. It may also include dance and theater. The visual and performing arts curriculum includes performance, interpretation, and evaluation.

004.04B8a Music. The curriculum includes singing and playing a varied repertoire of music, improvising melodies and accompaniments, reading and notating music, listening to and describing music, evaluating music and music performances, recognizing relationships between music and the other disciplines, and the study of music in relation to history and culture.

004.04B8b Visual Arts. The curriculum includes media, techniques, and processes; choice and evaluation of a range of subject matter, symbols, and ideas; assessment of characteristics

and merits of student work and the work of others; and the visual arts in relation to other disciplines.

004.04C Local Options for Providing High School Courses.

004.04C1 High schools may meet the instructional unit requirements of Section 004.04B through integrated courses, as defined in Section 002.11, if the school has on file locally a description of the curriculum or course including a list of the goals, an explanation of the subjects included, and the rationale for allocating instructional units to appropriate subject fields in Section 004.04B.

004.04C2 High schools may count instructional units for two courses in a subject field taught in the same classroom at the same time if the courses are primarily individualized wherein all students do independent projects or practice. (Examples: Spanish 3 and 4, Accounting 1 and 2, Art 1 and 2)

004.04C3 Schools may use performance based curriculum or courses as an option in place of any subjects in Section 004.04B if they have a written description of the curricula or course which includes the goals, representative instructional experiences, expected student performance for accomplishment of the goals, and the rationale for allocating instructional units for the course. The written description is approved by the local board of education and is on file in the school. Performance based curriculum provides learning opportunities for students equivalent to or greater than those through the course(s) under Section 004.04B, but may take less than the time required in Section 002.12 for determining instructional units.

004.04C4 Instructional units may be counted each year for two courses taught in alternating years not to exceed one course in each of four subject fields, as listed in Section 004.04B, provided schedules verifying alternating courses are kept on file in the school system. As an example, a high school that alternates a course that generates 10 instructional units in World Language II in the current year, with a course that generated 10 instructional units in World Language I the previous year, may count 20 instructional units each year. A school board of a school district shall not establish an alternating biennial secondary course offering in any subject area for which the State Board of Education has adopted content standards pursuant to section 79-704(2) and 79-760.01 R.R.S..

004.04D Multi-site and Distance Learning Options for Providing High School Courses. Up to a total of 200 instructional units of the total 400 instructional unit requirement for the high school may be provided through one or more of the

following course options (instructional units beyond the required 400 instructional units may be delivered in any of the following methods):

004.04D1 Synchronous Course Option: Synchronous courses are those multi-site or distance learning courses in which the teacher and student(s) are simultaneously present; can both see and hear one another; and questions may be answered and instructional accommodations made immediately. This includes:

004.04D1a Teacher Sharing. Instructional units provided through contractual or cooperative arrangements with other school systems, educational service units, and/or postsecondary institutions in which either the teacher(s) or student(s) move to be located at the same site to provide classroom instruction may be counted in meeting a portion of the instructional unit requirement provided: (a) each course is taught by a teacher holding a valid Nebraska Teaching Certificate; (b) each course is shown on the high school class schedule along with the name of the teacher; (c) at least one high school student is enrolled and participating in each course; and (d) each course is made available to all students at the school's expense. A copy of the written agreement with the cooperating school/agency is on file in the school.

004.04D1b Interactive Audio-Visual Options. Up to 100 of the allowable 200 multi-site or distance learning instructional units may be met through synchronous interactive audio-visual instruction provided: (a) each course is taught by a teacher holding a valid Nebraska Teaching Certificate; (b) each course is shown on the high school class schedule along with the name of the teacher; (c) at least one high school student is enrolled and participating in the course; (d) each course is made available to all students at the school's expense; and (e) a teacher holding a valid Nebraska Teaching Certificate monitors student progress and general appropriateness of the course and is present in the classroom while the course is being taught unless:

004.04D1b(1) The off-site interactive teacher holds a valid Nebraska Teaching Certificate and a district employee is present in the receiving classroom, or

004.04D1b(2) The off-site interactive teacher holds a valid Nebraska Teaching Certificate, maintains two-way audio and video communication with the distance learning

classroom, and has a direct telephone connection with a supervising adult in the school.

004.04D2 Asynchronous Course Options: Asynchronous courses are those multi-site or distance learning courses in which communication between teacher and student is delayed, as are the cases, for example, with written correspondence courses and many computer-delivered courses. This includes:

004.04D2a University of Nebraska ~~Independent Study~~ High School Options. Up to 50 of the allowable 200 distance learning multi-site instructional units may be met through the use of courses taught by teachers of the University of Nebraska ~~Independent Study~~ High School provided that (a) each course is shown on the high school class schedule; (b) at least one high school student is enrolled and participating in the course; (c) each course is made available to all students at the school's expense; and (d) a teacher holding a valid Nebraska Teaching Certificate is present during the assigned period (one teacher may supervise more than one course) to monitor and assist with instruction.

004.04D2b Other Distance Learning Technology Options. Up to 30 of the allowable 200 distance learning multi-site instructional units may be met through courses delivered by other methods of distance technology provided that each course is reviewed in advance and recommended for school use by a committee of at least one local teacher and one local school administrator and is approved by the local governing body, and the written review and statement of approval are on file in the school system; and provided (a) each course is shown on the high school class schedule; (b) at least one high school student is enrolled and participating in each course; (c) each course is made available to all students at the school's expense; (d) a teacher holding a valid Nebraska Teaching Certificate is present during the assigned period (one teacher may supervise more than one course) to monitor and assist with instruction; and (e) each student enrolled in such a course is assigned to a ~~local~~ teacher holding a Nebraska Teaching Certificate with an appropriate endorsement who monitors student progress and general appropriateness of the course.

004.04E Secondary Schools With Grades Seven and Eight. Secondary schools including grades seven and eight provide an instructional program for those grades in accordance with Sections 004.03A through 004.03C.

004.04F New Schools. A school adding high school grades shall provide at least one-fourth of the total instructional unit requirements and one-fourth of the individual subject matter requirements for each grade that it offers.

005 Statewide System for Assessment of Student Learning and for Reporting the Performance of School Districts

005.01 Quality Indicator: Assessment procedures and results assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policy makers, and the community. Schools periodically review procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.
A QuESTT Tenet: The results of multiple assessment sources (national, state, and classroom-based) are used to measure student achievement of college and career ready standards and be used as an integral part of the instructional process.

005.01A All school districts participate annually in statewide assessments in compliance with the schedule as outlined in Appendix E. Nonpublic schools have an assessment plan which includes a schedule and procedures for assessing success in achieving their academic content standards. Student success in achieving their standards is reported to the head administrator or governing board of the nonpublic school.

005.01B Whole grade norm-referenced assessment using a national assessment instrument begins no earlier than grade two and is conducted annually in at least one grade in each of the following two levels: grades 2-5; grades 6-8. A national assessment instrument is administered at least once in the high school grades. The Board's recommendations for assessing and reporting are found in Appendix E of this Chapter.

005.02 Each school year, for the purpose of implementing a statewide system of tracking student achievement as required by 79-760.05 R.R.S., school districts shall report by June 30 of each school year the following data to the Department electronically via the NSSRS portal using the Department's student identifier system:

005.02A Individual student demographics including each student's race, poverty status, high mobility status, attendance, and limited English proficiency;

005.02B Individual student achievement including individual student achievement data from the state assessment instruments required in Section 005.01A and scores and subscores available to the district on national assessment instruments administered by the district; and

005.02C Individual student educational input characteristics including class size, teacher education, teacher experience, special education, early childhood programs, federal programs, and targeted education programs.

005.03 Student Assistance. Each school has a student assistance process of its own design to provide problem solving and intervention strategies.

006 Media and Technology Resources

006.01 Quality Indicator: The library/media/technology program provides a wide range of accessible print and electronic resources that expand opportunity for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students.

006.01A Each school has a library media area(s) which is available to students during the entire school day. All library media resources are properly cataloged, marked, and shelved according to a standard classification system. Each school has at least one set of encyclopedia available in either print or electronic format with copyright dates in the past five years.

006.01B Each elementary school acquires a minimum of 25 new library media resources in print format, exclusive of textbooks and encyclopedia, of different titles, per teacher per year, up to 150 titles during one year. The minimum number of new titles in print format is 75 if library media resources are also available through electronic format. Each middle and high school acquires a minimum of 150 titles each year in either print or in full text electronic format.

006.01C Each middle level school subscribes to at least ten periodicals either in print or in full text electronic format.

006.01D Each secondary school subscribes to at least 25 periodicals in print or in full text electronic format.

007 Instructional Staff

007.01 Elementary Staff. **Quality Indicator: Instructional staff members have appropriate training and preparation to work with elementary school children. They are knowledgeable of principles of child growth and development, the scope of the elementary school curriculum, and cross-disciplinary instructional strategies. They establish a positive and supportive learning environment for all students.**
A QuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and district develops

effective teachers and leaders to establish a culture of success.

007.01A Computed on a full-time equivalency basis, a minimum of 95 percent of the teachers in the elementary grades are assigned to areas for which they hold certificates having appropriate endorsements pursuant to 92 NAC 24.

007.01B Pre-kindergarten programs operated by public schools are coordinated by a staff member who holds a Nebraska Teaching Certificate with at least 9 college credit hours in early childhood education.

007.02 Middle Grades Staff. **Quality Indicator: Staff members at the middle grades are knowledgeable of the growth and development of middle grades students. They have knowledge of the curriculum content for which they are responsible and they use teaching strategies that engage students actively in learning, that build upon elementary content and skills, and that help students understand and apply content across subject areas.**
A QuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and district develops effective teachers and leaders to establish a culture of success.

007.02A Computed on a full-time equivalency, at least 90 percent of the teachers in middle grades hold one of the following endorsements or meet the provisions of Sections 007.02A1a or 007.02A4:

007.02A1 In grades seven and eight, any middle grades endorsement or an appropriate secondary endorsement.

007.02A1a Teachers holding an elementary endorsement may teach in grades seven and eight if they acquire six credit hours per year toward the middle grades endorsement or participate in staff development in accordance with a local mission and plan for education of middle grade students.

007.02A2 In grades four through six, an elementary endorsement or any middle grades endorsement.

007.02A2a Teachers holding a content area endorsement at the secondary level may teach grade six in that content area if they acquire six credit hours per year toward the elementary or middle grades endorsement or participate annually in staff development in accordance with a local mission and plan for education of middle grade students.

007.02A3 In grade nine, an appropriate secondary endorsement or any middle grades endorsement.

007.02A4 Teachers not holding an appropriate endorsement may be assigned to the middle grades if they acquire six credit hours per year toward a middle grades endorsement.

007.02A5 Secondary teachers assigned to integrated courses or curriculum in grades seven through nine are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.

007.03 Secondary Staff. **Quality Indicator: Instructional staff members in the secondary grades have specialized preparation in a subject area or field and knowledge of the developmental level of students. Staff members use strategies that help students become actively involved in the learning process through in-depth study of subjects and through experiences that use and apply knowledge, skills, and understanding across the curricular areas.**
A QuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and district develops effective teachers and leaders to establish a culture of success.

007.03A At least 80 percent of the instructional units offered in secondary grades during the regular school term are assigned to teachers who hold certificates having appropriate endorsements issued pursuant to 92 NAC 24. If 92 NAC 24 does not provide an endorsement designated for a particular course or subject area, any teacher holding a regular certificate may instruct such course without penalty to the school system. Teachers holding a subject endorsement are considered appropriately endorsed for any other subject within the broad field if they annually acquire, prior to the opening of school, six credit hours toward the subject endorsement or the broad field endorsement.

007.03A1 Teachers assigned to integrated courses or curriculum in accordance with Sections 002.11 and 004.04C1 are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.

007.03B Secondary schools including grades seven and eight may assign the teachers as provided in Section 007.02A.

007.04 Media/Technology Staff. **Quality Indicator: The library/media/technology programs and services are an integral part of the instructional program. Library/media staff provide leadership and assistance in selection, provision, and**

use of library/media resources. Technology staff and services are available locally or in collaboration with other agencies to provide support, maintenance, consultation, and training for meaningful use of technology resources.
A QuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and district develops effective teachers and leaders to establish a culture of success.

007.04A Each K-12 school system and each secondary school system has a person holding a Nebraska Teaching Certificate with an endorsement appropriate for library science or educational media specialist, or meeting Section 007.04B, assigned on at least a one-half time basis to provide library media services to the school system.

007.04A1 Each school building having an enrollment of from 70 to 249 students has a person holding a valid Nebraska Teaching Certificate with an appropriate endorsement for library science or educational media specialist assigned on at least a one-fifth time basis or has a library media paraprofessional assigned on at least a one-half time basis under the supervision of a certificated staff member.

007.04A2 Each school building having an enrollment of at least 250 students has a person holding a Nebraska Teaching Certificate with an appropriate endorsement for library science or educational media specialist assigned on at least a one-half time basis, or has such person assigned on a one-fourth time basis and a full-time library media paraprofessional also assigned. Buildings with 500 or more students have at least a full-time educational media specialist or a one-half time educational media specialist and a full-time library media paraprofessional. Buildings with 750 or more students have a full-time educational media specialist.

007.04B A school system may assign a person holding a Nebraska Teaching Certificate with no endorsement appropriate for library science or educational media specialist to fulfill the requirements for Sections 007.04A, 007.04A1, and 007.04A2 if such person acquires at least six credit hours each year toward an appropriate endorsement pursuant to 92 NAC 24. Persons employed by a Nebraska school prior to July 1, 1989, to provide library media services and who hold a Nebraska Special Services Certificate with an endorsement appropriate for library media services may fulfill the requirements of these regulations.

007.05 Guidance Staff. **Quality Indicator: A comprehensive, developmental, K-12 guidance and counseling program assists all students in learning skills needed for academic success and for personal, social, and career development. The guidance program includes planned classroom and group activities, counseling services**

responsive to individuals and small groups, and assistance to students in academic planning and placement. The school and community work cooperatively to provide appropriate support for students, families, and teachers.

Guidance and counseling programs are directed by professional staff with appropriate endorsements in guidance and counseling. Professional staff are assigned based upon local needs determined through a formal process documenting the needs.
A QuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, districts, and ultimately, college and career.
A QuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and district develops effective teachers and leaders to establish a culture of success.

007.05A Each K-12 and each secondary school system assigns at least a one-half time equivalency person to conduct a guidance and counseling program. The level of assignment is determined by the local school system and the person assigned holds a guidance and counseling endorsement appropriate for the level(s) assigned. When enrollment in a school system exceeds 400, the system assigns at least one full-time equivalency appropriately endorsed person.

007.05B School systems having a total of 300 or more students in the middle grades, secondary grades, or high school grades assign at least a one-half time appropriately endorsed person to provide guidance and counseling for the level. When the total enrollment in any of those levels reaches 450, one full-time equivalent appropriately endorsed person is assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students at any of those levels.

007.05C School districts having 300 or more students in the elementary grades have guidance programs or services available for the elementary students. The procedures and time allotment are determined by the local school district.

007.05D A person holding a Nebraska Teaching Certificate with no endorsement appropriate for guidance and counseling may be assigned to fulfill the requirements of Sections 007.05A and 007.05B if such person has two years of teaching experience and acquires at least six credit hours each year toward an endorsement appropriate for guidance and counseling pursuant to 92 NAC 24. Persons employed by a Nebraska school prior to July 1, 1989, to provide guidance and counseling services and who hold a Nebraska Special Services Certificate with an endorsement appropriate for guidance and counseling services may fulfill the requirements of this regulation.

007.05E In nonpublic schools, clergy holding a Nebraska teaching or administrative certificate may be assigned to fulfill the requirement of Sections 007.05A and 007.05B.

007.06 Certificated-Employee Evaluation. **Quality Indicator: The primary purpose of certificated-employee evaluation is to improve student learning. The procedures are clear, equitable, and systematic.**
A QuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and district develops effective teachers and leaders to establish a culture of success.

007.06A The school district has a written board policy for the evaluation of certificated-employees. The policy is approved by the Commissioner or designee as required by 79-318 (5)(h) R.R.S. Sections 007.06A through 007.06B are based on statute and cannot be waived under the provisions of Section 013 of 92 NAC 10.

007.06A1 The policy is implemented by written procedures that include:

007.06A1a Annual written communication of the evaluation process to those being evaluated;

007.06A1b A description of the duration and frequency of observations and written evaluations for probationary and permanent certificated-employees;

007.06A1c Specific district-defined evaluation criteria, which include, at a minimum:

007.06A1c(1) Instructional performance (applicable to teachers only),

007.06A1c(2) Classroom organization and management (applicable to teachers only), and

007.06A1c(3) Personal and professional conduct.

007.06A1d Provision for written communication and documentation to the evaluated certificated-employee specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement;

007.06A1e Provision for the certificated-employee to offer a written response to the evaluation; and

007.06A1f A description of the district plan for training evaluators.

007.06A2 In the event a district changes its policies or procedures for certificated-employee evaluation, it shall submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f, of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval shall remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the district in writing and the district may resubmit amended policies and procedures.

007.06B All evaluators, with the exception of the local board of education when it evaluates the superintendent, possess a valid Nebraska Administrative Certificate and are trained to use the evaluation system used in the district.

007.07 Staff Development. **Quality Indicator: Staff development supports instructional improvement, the local school improvement plan, and accomplishment of school and/or school system goals.**

007.07A The school system annually conducts or arranges staff development sessions. Each teacher participates in at least ten hours of staff development activities each year.

008 Administrative Staff.

008.01 **Quality Indicator: Building administrators provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning. A QuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and district develops effective teachers and leaders to establish a culture of success.**

008.02 Elementary Administration.

008.02A Each elementary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement appropriate for serving as an elementary principal or for superintendent. When the number of full-time equivalency teachers supervised by a principal in one or more school systems reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.

008.02B An elementary principal who is the head administrator of a school system meets with the board of education or governing body at least four times each year to provide leadership in the development of school goals, policies, budgets, instructional programs, staff evaluation, and other administrative and instructional matters.

008.03 Middle Grades Administration.

008.03A Each middle grades school has a principal who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for middle grades principal, elementary principal, secondary principal or for superintendent.

008.03A1 Middle grades schools having only grades four through six have a principal holding an endorsement for elementary principal, middle grades principal, or superintendent.

008.03A2 Middle grades schools having only grades seven through nine have a principal holding an endorsement for middle grades principal, secondary principal, or superintendent.

008.03B When the number of full-time equivalency teachers supervised by the principal reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.

008.04 Secondary School Administration.

008.04A Each secondary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a secondary principal or for superintendent. When the number of full-time equivalency teachers reaches 10 or more, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time for administration and supervision when the number of full-time equivalency teachers reaches 20 or more.

008.05 School System Administration. **Quality Indicator: The school administration exercises leadership in the development and implementation of school goals and policies. Administrators demonstrate leadership in management and operation of the school system and in the improvement of curriculum and instruction.**

008.05A Each K-12 and each secondary school system having grades ten through twelve has a head administrator who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a superintendent. Nonpublic systems may share an area or diocesan head administrator.
008.05B Any person assigned to administrative and/or supervisory duties holds a Nebraska Administrative and Supervisory Certificate with an appropriate endorsement for the position held.

008.05C A copy of the certificate or permit of each staff member who is required to have a certificate is on file in the school or school system's administrative office. Upon initial employment or acquisition of a new certificate, the certificate or permit is registered by the head administrator of the school system in accordance with 79-804(1) R.R.S.

008.05D Two or more school systems may jointly contract with a person holding a Nebraska Administrative and Supervisory Certificate with the appropriate endorsement to fulfill administrative responsibilities.

009 Continuous School Improvement.

009.01 Quality Indicator: A systematic on-going process guides planning, implementation, and evaluation and renewal of continuous school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals.
A QuESTT Tenet: All students experience success through a continuous improvement process that builds student, parent/guardian/family and community engagement in order to enhance educational experiences and opportunities for all students.

009.01A The school system develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability. In public schools, the process incorporates multicultural education as described in 004.01F. In all school systems, the continuous school improvement process includes the following activities at least once within each five years.

009.01A1 Review and update of the mission and vision statements.

009.01A2 Collection and analysis of data about student performance, demographics, learning climate, and former high school students.

009.01A3 Selection of improvement goals. At least one goal is directed toward improving student academic achievement.

009.01A4 Development and implementation of ~~a~~ an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.

009.01A5 Evaluation of progress toward improvement goals.

009.01B The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system's improvement plan and the written recommendations ~~is~~ of the external representatives are provided to the Department. The external team visits are conducted at least once each five years.

009.01B1 The AdvancED External Review may be used by a school system to fulfill the requirement for an on-site visitation if all the requirements of Section 009 are met.

009.01B2 The Progress Plan developed by a public school designated as a priority school as outlined in Subsection 010.02D of this Chapter shall be included within the continuous improvement requirements of Section 009 of this Chapter for the district in which the priority school is located.

010 Accountability Reporting for School Systems and Accountability System for Public Schools and School Districts

010.01 Quality Indicator: The school system demonstrates accountability to the residents of the school community. School staff periodically assess and report student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.

010.01A The school system annually prepares a written report which includes at least student academic performance as required in Section 005.02, school system demographics, school improvement goals and progress and, in the case of public schools, financial information. School systems report the information in accordance with the policy in 010.01B.

010.01B The school system has a written policy for annually preparing and distributing the performance report(s) required in Section 010.01A to the residents of the district or, in the case of nonpublic schools, to the appropriate body. The policy assures that individual test scores are kept confidential. If the school has fewer than ten students in the grades being reported, or if reporting would allow for the identification of students because they all had comparable scores, no public reports of student performance are provided for those grades.

010.02 Accountability System for Public Schools and School Districts

010.02A Accountability System to Measure School and District Performance. The Board shall establish an accountability system to be used to measure the performance of individual public schools and school districts as set forth in Section 79-760.06 R.R.S.

010.02A1 The accountability system shall combine multiple indicators, including graduation rates, student growth and student improvement on the assessment instruments provided in Section 79-760.03 R.R.S., and status and participation in statewide assessment. Other indicators of the performance of public schools and school districts shall be specified by the Commissioner and approved by the Board in future revisions of this Chapter.

010.02A2 The indicators shall be combined into a school performance score and district performance score. The Board shall establish performance level classifications based upon school performance scores and district performance scores in order to classify the performance of public schools and school districts beginning with the reporting of data from school year 2014-15.

010.02B Designation of Priority Schools. The Board shall, at its discretion, designate no more than three (3) public schools as priority schools based on recommendations from the Commissioner or his or her designee.

010.02B1 Schools designated as priority schools shall be in the lowest performance level classification at the time of the initial designation as a priority school.

010.02B2 Schools designated as priority schools shall remain priority schools until such designation is removed by the Board as provided in Subsection 010.02D4 of this Chapter.

010.02B3 In making recommendations to the Board for the designation of priority schools, the Commissioner or his or her designee shall take into consideration public school and school district performance in meeting the requirements specified in this Chapter, based on the following:

010.02B3a: Data required to be reported to the Department for all public schools and districts pursuant to Subsections 009.01A and 009.01B in this Chapter; and,

010.02B3b: Public school or district improvement plans or accreditation site visit reports available to the Department pursuant to Subsections 009.01A and 009.01B in this Chapter .

010.02C Intervention Team.

010.02C1 The Commissioner shall appoint an Intervention Team for each priority school as set forth in Section 79-760.07 R.R.S.

010.02C2 The Intervention Team shall assist the superintendent and staff of the school district containing the priority school with the following:

0010.02C2a Diagnosing issues that negatively affect student achievement in the priority school;

010.02C2b Designing strategies to address issues that negatively affect student achievement in the priority school through a Progress Plan; and

0010.02C2c Developing measurable indicators of progress in addressing issues that negatively affect student achievement in the priority school.

010.02D Development and Implementation of the Progress Plan.

010.02D1 The Intervention Team, in collaboration with the priority school staff and the administration and the school board of the school district containing the priority school, shall develop a Progress Plan for approval by the Board. The Progress Plan shall include the following:

010.02D1a The issues diagnosed as negatively affecting student achievement in the priority school;

010.02D1b Strategies designed to address issues that negatively affect student achievement in the priority school;

010.02D1c Specific actions to be taken by the priority school and the district containing the priority school to address issues that negatively affect student achievement in the priority school that are required in order to remove the school's classification as a priority school;

010.02D1d The measurable indicators of progress in addressing issues that negatively affect student achievement in the priority school developed pursuant to Subsection 010.02C2a of this Chapter; and,

010.02D1e The level of progress, as indicated by the measurable indicators developed pursuant to Subsection 010.02C2c of this Chapter, that is required in order to remove the school's designation as a priority school.

010.02D2 Upon approval of the Progress Plan by the Board, the Intervention Team shall assist the superintendent and staff of the school district containing the priority school in implementing strategies to address issues that negatively affect student achievement in the priority school through the Progress Plan developed pursuant to this section.

010.02D3 Approval of the Progress Plan. A Progress Plan for each newly designated priority school shall be approved by the Board at its discretion based on the recommendation of the Commissioner or his or her designee. In making his or her recommendation, the Commissioner or his or her designee shall consider whether the Progress Plan is reasonably designed to address issues that negatively affect student performance in the priority school.

010.02D4 Annual Review of Progress Plans. The Commissioner shall annually review and make a recommendation to the Board on each priority school's Progress Plan. The Board shall determine, based on the recommendation of the Commissioner or his or her designee, whether any modifications to the plan are needed. Such modifications shall be incorporated into the plan immediately upon such a determination. The school's priority designation shall be removed when the Board determines, based on the recommendation of the Commissioner or his or her designee, that the school has substantially met all of the requirements in its Progress Plan.

010.02E Schools Designated as Priority Schools for Five Consecutive School Years. If a school has been designated as a priority school for the fifth consecutive school year, the Commissioner shall reevaluate the Progress Plan to determine if:

010.02E1 A significant revision to the school's Progress Plan is necessary, in which case the process in Subsection 010.02D1 of this chapter shall be used to significantly revise the Progress Plan subject to approval by the ~~State~~ Board as provided in Subsection 010.02D2 of this Chapter; or,

010.02E2 An entirely new Progress Plan needs to be developed, in which case the process in Subsection 010.02D2 of this Chapter shall be used to develop a new

Progress Plan subject to approval by the Board as provided in Subsection 010.02D2 of this Chapter; or,

010.02E3 An alternative administrative structure is warranted, in which case the process in Subsection 010.02D2 of this Chapter shall be used to develop a new Progress Plan subject to approval by the Board as provided in Subsection 010.02D2 of this Chapter that includes, but is not limited to, an alternative administrative structure.

010.02F Reports. Beginning in school year 2016-2017 and annually thereafter in September, each school district containing a priority school shall annually report to the Board on the level of progress made on the measurable indicators of progress.

011 School Environment.

011.01 Quality Indicator: The school facilities and the general environment are safe, orderly, and supportive of quality learning for all students. A positive atmosphere for learning supports and reflects the work of students.
A QuESTT Tenet: All students experience success through a continuous improvement process that builds student, parent/guardian/family and community engagement in order to enhance educational experiences and opportunities for all students.

011.01A Each school system maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets fire, safety, and health codes.

011.01B Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body.

011.01C Each school system has a school safety and security committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures.

011.01D The school system's safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. This review will include a visit to school buildings to analyze plans, policies, procedures, and practices and provide recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety and security committee to be considered in making revisions to the plan.

011.01E Each school system has a seclusion and restraints policy approved by the school board or local governing body.

011.01F Each school system shall develop and adopt a policy concerning bullying prevention and education for all students. The school system shall review the policy annually.

011.01G Pursuant to 79-2,141 (2) R.R.S., each school district shall develop and adopt a specific policy to address incidents of dating violence involving students at school. This policy shall include a statement that dating violence will not be tolerated.

012 School System Governance.

012.01 Quality Indicator: The board governs through orderly procedures which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and insure accountability to the local community.

012.01A The governing body has a written set of policies for the school system. These policies are accessible in each school building.

012.01B The school system has a written policy which assures that each school will meet the statutory requirement of at least 400 hours for kindergarten, at least 1,032 hours for students up through grade eight, and at least 1,080 hours for students in grades nine through twelve. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the regular school day.

012.01C The ratio of pupils to certificated staff members, computed on a full-time equivalency basis, in each school does not exceed 25 to 1.

013 Waivers and Plans.

013.01 School systems, in order to better meet local goals, may submit a request for a waiver of one or more regulations found in Sections 004 through 012.01C of this Chapter. Section 003 and sections identified in Sections 003.04, 004.02A3, 004.03A4, and 004.04B2 of 92 NAC 10 are based on statute and may not be waived. The waiver request must include at least the following:

013.01A A copy of the local improvement plan developed in accordance with Section 009.01A. The plan shall contain local improvement objectives and shall address quality learning, equity, and accountability.

013.01B A description of the program or process to be substituted for the regulation to be waived.

013.01C An explanation indicating how the local program or process will provide equivalent or improved opportunities for students and will accomplish the quality indicator.

013.01D If appropriate, how resources would be reallocated or used differently to provide programs or services.

013.01E Length of time for the requested waiver, not to exceed three years.

013.01F Procedures for providing an annual progress report to the Board.

013.02 The Commissioner will submit the waiver request to the Board with his or her recommendations. The Board may approve the requested waiver if the components of the plan substituted for the waived provisions will promote quality learning, equity, and/or accountability. The Board shall reject the waiver if, in its opinion, the plan and requested waivers would not provide improvement in quality learning, equity, and/or accountability.

013.03 At the end of the waived time period, school systems may request and be granted Board approval of the same waiver for a period of up to three additional years if it can be demonstrated that the system is meeting the objectives for which the waiver was granted.

013.04 The Board recognizes the need for public special purpose school systems, such as schools operated expressly for students with disabilities or schools operating within the confines of correctional facilities. If such a school system can demonstrate that a requirement of this Chapter is not educationally necessary or appropriate for the students in attendance, or is in conflict with state or federal laws or regulations governing facilities operation, the Board may waive such requirement.

013.05 Public school districts which exist in unique circumstances due to population sparsity, geographic barriers, or other similar factors may submit a request to the State Board of Education for a modification of this Chapter to better meet the need of the students. Schools seeking such modification shall submit: (1) an explanation of the unique circumstances leading to this request, (2) proposed modifications to better meet the needs of the students in the school, (3) an explanation of how the modifications will provide quality learning, equity, and accountability, (4) a copy of the local improvement plan developed in accordance with Section 009.01A, and (5) procedures for annually reporting to the Commissioner. Upon approval by the Board, the modifications shall remain in effect unless changed by a revision of this Rule or change in status of the school district.

014 Loss of Accreditation.

014.01 Quality Indicator: Schools comply fully and continuously with all accreditation requirements in order to provide for all students the learning opportunities described herein. Schools experiencing unfulfilled requirements make concerted efforts to achieve compliance or to provide alternative programs generating equivalent or improved programs and services. Schools not fulfilling accreditation requirements deprive students of opportunities for learning and may be subject to probation or loss of accreditation.

014.02 Section 003 of this Chapter lists requirements that must be met at all times by school systems as a condition of accreditation. Failure to meet those provisions may result in the Board terminating the legal operation of the school system during the school year. Noncompliance with other regulations in this Chapter will result in the assessment of violations which, if not corrected, will result in a recommendation to the Board for probation or loss of accreditation.

014.03 Violations. In determining the future accreditation status of a school system, each failure to meet a numbered regulation other than those contained in Section 003 constitutes a separate violation.

014.04 Reporting Violations. A school system shall report any existing violations to the Department on its annual Statement of Assurance.

014.05 Correction of Violations. A school system will have until February 1 to correct violations or to prepare a written plan for correction of a violation that existed at the time of submission of the Statement of Assurance. Written evidence of the correction of the violations or a written plan developed in accordance with Section 014.05A must be submitted to the Department.

014.05A School systems having an uncorrected violation may submit a written plan to the Department by February 1 for correcting the violation before the following school year. Such plans may be approved by the Board if evidence provided indicates that the violation occurred after August 1, and the violation could not reasonably be corrected immediately before or during the current school year. Written evidence of the correction must be submitted to the Department by the following September 1.

014.06 Effect of Violations on Public School Systems. All public school systems are required by state statute to be accredited. If, after consultation with school officials, the Commissioner determines that public school systems have any uncorrected violations, he or she shall make the applicable following recommendations to the Board:

014.06A A PUBLIC SCHOOL SYSTEM having an uncorrected violation of a requirement with no written plan under Section 014.05A shall be recommended for ACCREDITATION ON PROBATION for the following school year.

014.06B A PUBLIC SCHOOL SYSTEM having a written plan under Section 014.05A and having the same uncorrected violation after September 1 shall be recommended for ACCREDITATION ON PROBATION for the current school year.

014.06C A PUBLIC SCHOOL SYSTEM ON PROBATION continuing to have the same uncorrected violation after February 1 shall be recommended for NONACCREDITATION for the following school year and shall be subject to loss of authority to operate and reassignment of territory to other school districts.

014.07 Effect of Violations on Nonpublic School Systems. Nonpublic schools may operate either as accredited or approved school systems. If, after consultation with school officials, the Commissioner determines that nonpublic school systems have any uncorrected violations, he or she shall make the applicable following recommendations to the Board:

014.07A An ACCREDITED NONPUBLIC SCHOOL SYSTEM having a plan under Section 014.05A and having the same uncorrected violation after September 1 of a requirement shall be recommended for ACCREDITATION ON PROBATION for the current school year.

014.07B An ACCREDITED NONPUBLIC SCHOOL SYSTEM having an uncorrected violation of a requirement and having no written plan under Section 014.05A shall be recommended for ACCREDITATION ON PROBATION for the following school year.

014.07C An ACCREDITED NONPUBLIC SCHOOL SYSTEM ON PROBATION having an uncorrected violation after February 1 of a requirement shall be recommended for APPROVAL for the following school year.

014.08 Provisions for Notice and Hearing.

014.08A When the Commissioner makes a recommendation to the Board for a school system to be placed on probation or for denial or revocation of accreditation or approval, notice of the recommendation and of the right to request a hearing shall be given to the school system by certified mail sent at least 30 calendar days prior to the date of the Board meeting at which the recommendation is to be considered. Copies will be sent to the superintendent, head administrator, or head teacher of the school system, and to the presiding

officer of the governing body, if known. This notice shall specify the basis for the recommendation.

014.08B If the school system notifies the Commissioner at least seven days prior to the date the recommendation is to be considered by the Board that it requests a hearing, the Board shall schedule a hearing date.

014.08C All hearings arising under this Chapter shall be conducted in accordance with the hearing procedures of 92 NAC 61, including provisions of that Chapter relating to evidence. Any action taken or recommended by the Commissioner adverse to the school system may be the subject of a petition by such school system under 92 NAC 61, in which case all the provisions of 92 NAC 61 shall apply to such appeal.

014.09 Action by the Board. Upon review of the Commissioner's recommendation, and following any hearing, the Board shall make a determination of the future accreditation status of the system and shall inform the system in writing of its determination.

015 Procedures for Nonpublic Schools Applying for Initial Accreditation or Adding Grades to Previously Accredited Schools.

015.01 The Nebraska Department of Education recognizes the contribution made by the nonpublic schools to the state system of education by extending alternatives and opportunities to the citizens of the state. Nonpublic schools seeking accreditation shall notify the Department of their intent to seek accreditation by letter or email no later than July 1 prior to the school year of the application process.

015.02 By November 1, each applicant nonpublic school shall submit to the Department a report documenting compliance with this Chapter.

015.03 By March 1, each applicant nonpublic school shall be visited by a representative of the Department or a designee to verify the school's compliance with the provisions of this Chapter. Reports of such visitations shall be reviewed by the State Accreditation Committee, which shall make recommendations to the Commissioner relative to accreditation for the following school year.

015.04 Upon favorable review by the State Accreditation Committee, the Commissioner will make a recommendation to the State Board of Education that the applicant nonpublic school be granted accreditation.

015.05 Upon favorable action by the Board, accreditation is granted for one school year from each July 1 through the following June 30. Renewal is granted based upon the school's compliance with this Chapter during the prior school year.

015.06 When an approved nonpublic school is added to an accredited school system, the approved school shall follow the procedures for applying for initial accreditation as provided in this Chapter.

015.07 Accredited nonpublic schools intending to add new grades shall inform the Department of such intent, by letter or email, no later than May 1 prior to the year in which the new grades will operate. If it is determined through visitation or reporting that the intended new grades can comply with the provisions of this Chapter, the Commissioner will submit a recommendation to the Board that the school be granted conditional accreditation to add new grades. Schools having conditional accreditation to add new grades shall follow procedures established in Sections 015.02 through 015.05 for obtaining accreditation.

APPENDICES

Appendix A: English Language Arts Standards

Appendix B: Mathematics Standards

Appendix C: Science Standards

Appendix D: Social Studies~~/History~~ Content Standards

Appendix E: Statewide System of Assessment and Reporting

Appendix F: American citizenship statute 79-724 R.R.S.

Appendix G: Outline of A QuESTT (Accountability for a Quality Education System Today and Tomorrow)

The State Board of Education adopted these Language Arts Standards on December 11, 2008, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides language arts (reading, writing, speaking and listening, and multiple literacies) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to reading, writing, speaking and listening, and multiple literacies.

Grade Level Standards. The grade level standards represent the critical content for students to know and be able to do by the end of a specific grade level.

Curricular Indicators. Following each grade level standard is a set of curricular indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the grade level standards are repeated in whole or in part at different grade levels, the curricular indicators show progression and increased expectations throughout the grades. Although the curricular indicators are not an exhaustive list of what can be done to meet the grade level standards, they are representative of the content for each standard at each grade level.

Nebraska Language Arts Standards – Kindergarten

LA 0.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 0.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.

LA 0.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)

LA 0.1.1.b Explain that the purpose of print is to carry information (e.g., environmental print, names)

LA 0.1.1.c Demonstrate voice to print match (e.g., student points to print as someone reads)

LA 01.1.d Demonstrate understanding that words are made up of letters

LA 01.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator)

LA 01.1.f Demonstrate knowledge that print reads from left to right and top to bottom

LA 01.1.g Identify punctuation (e.g., period, exclamation mark, question mark)

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LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

LA 0.1.2.a Segment spoken sentences into words

LA 0.1.2.b Identify and produce oral rhymes

LA 0.1.2.c Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday)

LA 0.1.2.d Blend spoken onsets and rhymes to form simple words (e.g., v-an, gr-ab)

LA 0.1.2.e Segment onsets and rhymes orally (e.g., v-an, gr-ab)

LA 0.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)

LA 0.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)

LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.

LA 0.1.3.a Identify upper and lower case letters

LA 0.1.b Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)

LA 0.1.c Read at least 25 basic high frequency words from a commonly used list

LA 0.1.d Use phonetic knowledge to write (e.g., approximated spelling)

LA 0.1.e Recognize known words in connected text (e.g., big book, environmental print, class list, labels)

LA 0.1.f Identify similarities and differences in words (e.g., word endings, onset and rhyme) when spoken or written.

LA 0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.

LA 0.1.4.a Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)

LA 0.1.4.b Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)

LA 0.1.4.c Read familiar text with others, maintaining an appropriate pace

LA 0.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)

LA 0.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

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LA 0.1.5.c Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words

LA 0.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)

LA 0.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)

LA 0.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 0.1.6.a Explain that the author and illustrator create books

LA 0.1.6.b Identify elements of the story including setting, character, and events

LA 0.1.6.c Retell information from narrative text including characters, setting, and events

LA 0.1.6.d Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)

LA 0.1.6.e Retell main ideas from informational text

LA 0.1.6.f Identify text features in informational text (e.g., titles, bold print, illustrations)

LA 0.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)

LA 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures

LA 0.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text

LA 0.1.6.j Identify different purposes for reading (e.g., information, pleasure)

LA 0.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 0.1.6.l Make predictions about a text using prior knowledge, pictures, and titles

LA 0.1.6.m Respond to text verbally, in writing, or artistically

LA 0.2 Students will learn and apply writing skills and strategies to communicate.

LA 0.2.1 Writing Process: Students will use writing to communicate.

LA 0.2.1.a Demonstrate that writing communicates thoughts and ideas

LA 0.2.1.b Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences)

LA 0.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic

LA 0.2.1.d Revise writing by adding details

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LA 0.2.1.e Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)

LA 0.2.1. f Publish a legible document (e.g., handwritten)

LA 0.2.1. g Print all uppercase and lowercase letters, attending to the form of the letters

LA 0.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.

LA 0.2.2.a Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)

LA 0.2.2.b Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)

LA 0.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 0.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

LA 0.3.1.a Communicate ideas orally in daily classroom activities and routines

LA 0.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

LA 0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)

LA 0.3.2.b Complete a task after listening for information

LA 0.3.2.c Listen and retell main ideas of information

LA 0.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.

LA 0.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)

LA 0.3.3.b Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)

LA 0.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)

LA 0.4 Students will identify, locate, and evaluate information.

LA 0.4.1 Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 0.4.1.a Identify resources to find information (e.g., print, electronic)

LA 0.4.1.b Demonstrate understanding of authorship of print and online resources

LA 0.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g. rules for internet use)

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LA 0.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 0.4.1.e Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled internet downloads, multimedia presentations)

Nebraska Language Arts Standards – Grade 1

LA 1.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.

LA 1.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)

LA 1.1.1.b Explain that the purpose of print is to carry information

LA 1.1.1.c Demonstrate voice to print match (e.g., student points to words while reading)

LA 1.1.1.d Demonstrate understanding that words are made up of letters

LA 1.1.1.e Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)

LA 1.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom

LA 1.1.1.g Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)

LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

LA 1.1.2.a Segment spoken sentences into words

LA 1.1.2.b Identify and produce oral rhymes

LA 1.1.2.c Blend and segment syllable sounds in spoken words

LA 1.1.2.d Blend and segment onset and rhymes orally (e.g., v-an, gr-ab)

LA 1.1.2.e Manipulate phonemes orally (e.g., blend, segment)

LA 1.1.2.f Manipulate phonemes to create new words, pseudo or real (e.g., "What is hand without the /h/?" – and; "The word is cat. Change the /t/ to /n/. What's the new word?" – can)

LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.

LA 1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends, long and short vowels, digraphs)

LA 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)

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LA 1.1.3.c Read at least 100 high-frequency words from a commonly used list

LA 1.1.3.d Spell single syllable phonetically regular words

LA 1.1.3.e Blend sounds to read words

LA 1.1.3.f Read words in connected text

LA 1.1.3.g Use word structure to read text including onsets and rhymes, contractions, and common compound words (e.g., football, popcorn, daydream)

LA 1.1.3.h Monitor the accuracy of decoding

LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

LA 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension

LA 1.1.4.b Use a core of high-frequency words and phrases

LA 1.1.4.c Use repeating language patterns when reading

LA 1.1.4.d Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)

LA 1.1.4.e Read along with others and independently practice keeping an appropriate pace for a text

LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)

LA 1.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 1.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words

LA 1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)

LA 1.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)

LA 1.1.5.f Locate words in reference materials (e.g., alphabetical order)

LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 1.1.6.a Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)

LA 1.1.6.b Identify elements of narrative text (e.g., characters, setting, events)

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LA 1.1.6.c Retell information from narrative text including characters, setting, and events

LA 1.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)

LA1.1.6.e Retell main ideas from informational text

LA 1.1.6.f Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)

LA 1.1.6.g Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)

LA 1.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)

LA 1.1.6.i Make connections between characters or events in narrative and informational text, to own life or other cultures

LA 1.1.6.j Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text

LA 1.1.6.k Identify and explain purpose for reading (e.g., information, pleasure)

LA 1.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 1.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning

LA 1.1.6.n Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)

LA 1.1.6.o Respond to text verbally, in writing, or artistically

LA 1.2 Students will learn and apply writing skills and strategies to communicate.

LA 1.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 1.2.1.a Demonstrate that writing communicates thoughts and ideas

LA 1.2.1.b Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)

LA 1.2.1.c Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing complete sentences of varying length and complexity (e.g., dictation, labeling, simple sentences)

LA 1.2.1.d Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 1.2.1.e Provide feedback to other writers

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LA 1.2.1.f Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark.

LA 1.2.1.g Publish a legible document (e.g., handwritten)

LA 1.2.1.h Write with appropriate spaces between letters, words, and sentences.

LA 1.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 1.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)

LA 1.2.2.b Write to known audience or specific reader (e.g., letter to familiar person)

LA 1.2.2.c Write books and short pieces of writing that tell a story and/or provide information to readers about a topic

LA 1.2.2.d Write stories with a beginning, middle, and end

LA 1.2.2.e Compare models and examples (own and others) of various genres create similar pieces

LA 1.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

LA 1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

LA 1.3.1.b Communicate orally in daily classroom activities and routines

LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

LA 1.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)

LA 1.3.2.b Use information in order to complete a task (e.g., following one/two step directions, responding to questions)

LA 1.3.2.c Listen and retell specific details of information

LA 1.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated

LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills.

LA 1.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)

LA 1.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)

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LA 1.3.3.c Participate in learning situations (e.g. small groups, show and share, cooperative problem solving, play)

LA 1.4 Students will identify, locate, and evaluate information.

LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 1.4.1.a Identify resources to find information (e.g., print, electronic)

LA 1.4.1.b Demonstrate understanding of authorship of print and online resources

LA 1.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)

LA 1.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 1.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

Nebraska Language Arts Standards - Grade 2

LA 2.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 2.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 2.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 2.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.

LA 2.1.3.a Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)

LA 2.1.3.b Read, write, and spell sight words

LA 2.1.3.c Blend sounds to form words

LA 2.1.3.d Read words in connected text

LA 2.1.3.e Use word structure to read text (e.g., onset and rhyme, prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 2.1.3.f Monitor the accuracy of decoding

LA 2.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

LA 2.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 2.1.4.b Read high-frequency words and phrases accurately and automatically

LA 2.1.4.c Vary voice intonation (e.g., volume, tone) to reflect meaning of text

LA 2.1.4.d Use appropriate pace while reading to gain and enhance the meaning of text

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~~LA 2.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.~~

~~LA 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)~~

~~LA 2.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations~~

~~LA 2.1.5.c Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words~~

~~LA 2.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)~~

~~LA 2.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)~~

~~LA 2.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)~~

~~LA 2.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.~~

~~LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension~~

~~LA 2.1.6.b Identify elements of narrative text (e.g., characters, setting, plot)~~

~~LA 2.1.6.c Retell information from narrative text including characters, setting, and plot~~

~~LA 2.1.6.d Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)~~

~~LA 2.1.6.e Retell and summarize the main idea from informational text~~

~~LA 2.1.6.f Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)~~

~~LA 2.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)~~

~~LA 2.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books)~~

~~LA 2.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures~~

~~LA 2.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text~~

~~LA 2.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)~~

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LA 2.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 2.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning

LA 2.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., illustrations, personal experience, events, character traits)

LA 2.1.6.o Respond to text verbally, in writing, or artistically

LA 2.2 Students will learn and apply writing skills and strategies to communicate.

LA 2.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)

LA 2.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing complete sentences of varying length, and complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory)
- Developing a coherent beginning and end

LA 2.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 2.2.1.d Provide oral feedback to other writers; utilize others' feedback to improve own writing

LA 2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)

LA 2.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 2.2.1.g Print legibly (e.g., letter formation, letter size, spacing, alignment)

LA 2.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 2.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)

LA 2.2.2.b Write to known audience or specific reader (e.g. letter to familiar person)

LA 2.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)

LA 2.2.2.d Use Apply an organizational structure that includes a central idea or focus

LA 2.2.2.e Compare models and examples (own and others) of various genres to create a similar piece

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LA 2.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 2.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

LA 2.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

LA 2.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 2.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

LA 2.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)

LA 2.3.2.b Use information in order to complete a task (e.g., follow multi-step directions, responding to questions)

LA 2.3.2.c Listen and retell specific details of information heard

LA 2.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated

LA 2.3.3 Reciprocal Communication: Students will develop reciprocal communication skills.

LA 2.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)

LA 2.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)

LA 2.3.3.c Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)

LA 2.4 Students will identify, locate, and evaluate information.

LA 2.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 2.4.1.a Use resources to answer guiding questions (e.g., print, electronic)

LA 2.4.1.b Discuss ethical and legal use of information

LA 2.4.1.c Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)

LA 2.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 2.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

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LA 2.4.1.f Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards – Grade 3

LA 3.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 3.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 3.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 3.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 3.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell

LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 3.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

LA 3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 3.1.4.b Read words and phrases accurately and automatically

LA 3.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text

LA 3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing

LA 3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)

LA 3.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words

LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)

LA 3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)

LA 3.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)

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LA 3.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 3.1.6.a Identify author's purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension

LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)

LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details

LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)

LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details

LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)

LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)

LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)

LA 3.1.6.i Use narrative or informational text to develop a multi-cultural perspective

LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text

LA 3.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

LA 3.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

LA 3.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)

LA 3.1.6.o Use examples and details in a text to make inferences about a story or situation

LA 3.1.6.p Respond to text verbally, in writing, or artistically

LA 3.2 Students will learn and apply writing skills and strategies to communicate.

LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

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LA 3.2.1.a Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)

LA 3.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory)
- Developing paragraphs with topic sentences and supporting facts and details

LA 3.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 3.2.1.d Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing

LA 3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 3.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 3.2.1.g Write legibly in cursive

LA 3.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 3.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 3.2.2.b Write considering audience and what the reader needs to know

LA 3.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)

LA 3.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order)

LA 3.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

LA 3.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 3.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 3.3.1.a Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

LA 3.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 3.3.1.c Utilize available media to enhance communication (e.g., poster, overhead)

LA 3.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

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~~LA 3.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)~~

~~LA 3.3.2.b Use information in order to complete a task~~

~~LA 3.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information~~

~~LA 3.3.2.d Listen to and summarize thoughts, ideas, and information being communicated~~

~~**LA 3.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.**~~

~~LA 3.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)~~

~~LA 3.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)~~

~~LA 3.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats~~

~~**LA 3.4 Students will identify, locate, and evaluate information.**~~

~~**LA 3.4.1 Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).**~~

~~LA 3.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, electronic)~~

~~LA 3.4.1.b Discuss ethical and legal use of information~~

~~LA 3.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)~~

~~LA 3.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)~~

~~LA 3.4.1.e Identify bias and commercialism (e.g., product placement, advertising)~~

~~LA 3.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)~~

~~LA 3.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)~~

~~**Nebraska Language Arts Standards – Grade 4**~~

~~**LA 4.1 Students will learn and apply reading skills and strategies to comprehend text.**~~

~~**LA 4.1.1 Knowledge of Print: Concept mastered at a previous grade level**~~

~~**LA 4.1.2 Phonological Awareness: Concept mastered at a previous grade level**~~

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LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 4.1.3.a Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell

LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 4.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 4.1.4.b Read words and phrases accurately and automatically

LA 4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text

LA 4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)

LA 4.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words

LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)

LA 4.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

LA 4.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 4.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author's perspective (e.g., beliefs, assumptions, biases) influences text

LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)

LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details

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~~LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)~~

~~LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details~~

~~LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)~~

~~LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)~~

~~LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)~~

~~LA 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective~~

~~LA 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text~~

~~LA 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)~~

~~LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading~~

~~LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct~~

~~LA 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)~~

~~LA 4.1.6.o Use examples and details in a text to make inferences about a story or situation~~

~~LA 4.1.6.p Respond to text verbally, in writing, or artistically~~

~~**LA 4.2 Students will learn and apply writing skills and strategies to communicate.**~~

~~**LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.**~~

~~LA 4.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)~~

~~LA 4.2.1.b Generate a draft by:~~

~~- Selecting and organizing ideas relevant to topic, purpose, and genre~~

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- Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)
- Developing introductory and concluding paragraphs

LA 4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 4.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 4.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 4.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 4.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 4.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind

LA 4.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)

LA 4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)

LA 4.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

LA 4.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 4.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting

LA 4.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 4.3.1.c Utilize available media to enhance communication (e.g., presentation software, poster)

LA 4.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

LA 4.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)

LA 4.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information

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LA 4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated

LA 4.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

LA 4.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)

LA 4.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)

LA 4.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 4.4 Students will identify, locate, and evaluate information.

LA 4.4.1 Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 4.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)

LA 4.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)

LA 4.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)

LA 4.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 4.4.1.e Identify bias and commercialism (e.g., product placement, advertising)

LA 4.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 4.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards – Grade 5

LA 5.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 5.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 5.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 5.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 5.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)

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LA 5.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 5.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 5.1.4.b Read words and phrases accurately and automatically

LA 5.1.4.c Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)

LA 5.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)

LA 5.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 5.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures

LA 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)

LA 5.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

LA 5.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 5.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author's perspective (e.g., beliefs, assumptions, biases) influences text

LA 5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)

LA 5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details

LA 5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)

LA 5.1.6.e Summarize and analyze the main idea from informational text using supporting details

LA 5.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

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LA 5.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)

LA 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)

LA 5.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres

LA 5.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective

LA 5.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources

LA 5.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)

LA 5.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 5.1.6.n Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

LA 5.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text

LA 5.1.6.p Respond to text verbally, in writing, or artistically

LA 5.2 Students will learn and apply writing skills and strategies to communicate.

LA 5.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 5.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)

LA 5.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)
- Developing details and transitional phrases that link one paragraph to another

LA 5.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 5.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

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LA 5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 5.2.1.f Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)

LA 5.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 5.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 5.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)

LA 5.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)

LA 5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)

LA 5.2.2.e Analyze models and examples (own and others') of various genres to create a similar piece

LA 5.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 5.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 5.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 5.3.1.c Utilize available media to enhance communication (e.g., projection system, presentation software)

LA 5.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

LA 5.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 5.3.2.b Listen and ask questions to clarify, and take notes to ensure accuracy of information

LA 5.3.2.c Listen to, summarize and interpret message and purpose of information being communicated

LA 5.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

LA 5.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

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LA 5.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)

LA 5.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 5.4 Students will identify, locate, and evaluate information.

LA 5.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

LA 5.4.1.a Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)

LA 5.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)

LA 5.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)

LA 5.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 5.4.1.e Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image)

LA 5.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 5.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 6

LA 6.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 6.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 6.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 6.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 6.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes)

LA 6.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 6.1.4.a Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)

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~~LA 6.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style~~

~~LA 6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.~~

~~LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies~~

~~LA 6.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations~~

~~LA 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures~~

~~LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)~~

~~LA 6.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)~~

~~LA 6.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.~~

~~LA 6.1.6.a Explain how author's purpose and perspective affect the meaning and reliability of the text~~

~~LA 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)~~

~~LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme~~

~~LA 6.1.6.d Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)~~

~~LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details~~

~~LA 6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)~~

~~LA 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)~~

~~LA 6.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)~~

~~LA 6.1.6.i Describe the social, historical, cultural, and biographical influences in a variety of genres~~

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LA 6.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective

LA 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources

LA 6.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)

LA 6.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 6.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 6.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text

LA 6.1.6.p Respond to text verbally, in writing, or artistically

LA 6.2 Students will learn and apply writing skills and strategies to communicate.

LA 6.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 6.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions

LA 6.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity
- Concluding with detailed summary linked to the purpose of the composition

LA 6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 6.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

LA 6.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

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LA 6.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)

LA 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)

LA 6.2.2.d Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)

LA 6.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 6.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 6.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 6.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 6.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 6.3.1.c Utilize available media to enhance communication

LA 6.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 6.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 6.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information

LA 6.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated

LA 6.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 6.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

LA 6.3.3.b Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)

LA 6.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 6.4 Students will identify, locate, and evaluate information.

LA 6.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).

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LA 6.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)

LA 6.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)

LA 6.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 6.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 6.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 6.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 6.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards – Grade 7

LA 7.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 7.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 7.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 7.1.3 Word Analysis: Concept mastered at a previous grade level

LA 7.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 7.1.4.a Apply elements of prosodic reading to a group of related texts and explore their potential for performance

LA 7.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 7.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 7.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 7.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.

LA 7.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words

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~~LA 7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)~~

~~LA 7.1.5.e Determine meaning using print and digital reference materials~~

~~**LA 7.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**~~

~~LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, and perspective~~

~~LA 7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme~~

~~LA 7.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)~~

~~LA 7.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details~~

~~LA 7.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)~~

~~LA 7.1.6.f Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)~~

~~LA 7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)~~

~~LA 7.1.6.h Explain the social, historical, cultural, and biographical influences in a variety of genres~~

~~LA 7.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective~~

~~LA 7.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers~~

~~LA 7.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)~~

~~LA 7.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading~~

~~LA 7.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct~~

~~LA 7.1.6.n Use examples and details to make inferences or logical predictions while previewing and reading text~~

~~LA 7.1.6.o Respond to text verbally, in writing, or artistically~~

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LA 7.2 Students will learn and apply writing skills and strategies to communicate.

LA 7.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 7.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions

LA 7.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with sentences of varying length and complexity avoiding fragments and run-ons
- Using effective transitional words and cues to unify important ideas

LA 7.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 7.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 7.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 7.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

LA 7.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 7.2.2.a Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)

LA 7.2.2.b Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience)

LA 7.2.2.c Write considering typical characteristics of the selected genre (e.g., letter to the editor, report, email, class notes, essay, research paper, play)

LA 7.2.2.d Select and apply an organizational structure appropriate to the task (e.g., order of importance, similarity and difference, posing and answering a question)

LA 7.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 7.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 7.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 7.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

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LA 7.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 7.3.1.c Utilize available media to enhance communication

LA 7.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 7.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 7.3.2.b Listen and ask probing questions to elicit information

LA 7.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated

LA 7.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 7.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

LA 7.3.3.b Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal cues)

LA 7.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 7.4 Students will identify, locate, and evaluate information.

LA 7.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 7.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)

LA 7.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)

LA 7.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 7.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 7.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 7.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

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LA 7.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards – Grade 8

LA 8.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 8.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 8.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 8.1.3 Word Analysis: Concept mastered at a previous grade level

LA 8.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 8.1.4.a Incorporate elements of prosodic reading to communicate text

LA 8.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 8.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances)

LA 8.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 8.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 8.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.

LA 8.1.5.c Select a context clue strategy to determine meaning of unknown word appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)

LA 8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)

LA 8.1.5.e Determine meaning using print and digital reference materials

LA 8.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources

LA 8.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)

LA 8.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)

LA 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details

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~~LA 8.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)~~

~~LA 8.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)~~

~~LA 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres~~

~~LA 8.1.6.h Analyze a variety of genres for the social, historical, cultural, and biographical influences~~

~~LA 8.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective~~

~~LA 8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers~~

~~LA 8.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)~~

~~LA 8.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading~~

~~LA 8.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct~~

~~LA 8.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text~~

~~LA 8.1.6.o Respond to text verbally, in writing, or artistically~~

~~LA 8.2 Students will learn and apply writing skills and strategies to communicate.~~

~~LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.~~

~~LA 8.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information~~

~~LA 8.2.1.b Generate a draft by:~~

- ~~Defining and stating a thesis~~
- ~~Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience~~
- ~~Identifying and using parallelism to present items in a series and items juxtaposed for emphasis~~

~~LA 8.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)~~

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LA 8.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing

LA 8.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 8.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)

LA 8.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 8.2.2.a Write in a variety of genres, considering purpose and audience

LA 8.2.2.b Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)

LA 8.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)

LA 8.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 8.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 8.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

LA 8.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 8.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 8.3.1.c Utilize available media to enhance communication

LA 8.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 8.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 8.3.2.b Listen and ask questions concerning the speaker's content, delivery and purpose.

LA 8.3.2.c Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated

LA 8.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)

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LA 8.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 8.3.3.c Respect diverse perspectives while collaborating and participating as a member of the community

LA 8.4 Students will identify, locate, and evaluate information.

LA 8.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 8.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources)

LA 8.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)

LA 8.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 8.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 8.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 8.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 8.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 12

LA 12.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 12.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 12.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 12.1.3 Word Analysis: Concept mastered at a previous grade level.

LA 12.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 12.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations

LA 12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 12.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)

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LA 12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 12.1.5a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 12.1.5b Relate new grade level vocabulary to prior knowledge and use in new situations.

LA 12.1.5c Independently apply appropriate strategy to determine meaning of unknown words in text

LA 12.1.5d Use semantic relationships to evaluate, defend, and make judgments

LA 12.1.5e Determine meaning using print and digital reference materials

LA 12.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose perspective, and information from additional sources

LA 12.1.6.b Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)

LA 12.1.6.c Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)

LA 12.1.6.d Summarize, analyze, synthesize, and evaluate informational text

LA 12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)

LA 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)

LA 12.1.6.g Analyze and evaluate make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding

LA 12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres

LA 12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective

LA 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers

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LA 12.1.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)

LA 12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading

LA 12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text

LA 12.1.6.o Respond to text verbally, in writing, or artistically

LA 12.2 Students will learn and apply writing skills and strategies to communicate.

LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 12.2.1.a Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information

LA 12.2.1.b Generate a draft by:

- Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject
- Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
- Applying standard rules of sentence formation, including parallel structure and subordination

LA 12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 12.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)

LA 12.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 12.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology

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LA 12.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)

LA 12.2.c Select and apply an organizational structure appropriate to the task

LA 12.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 12.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 12.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

LA 12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 12.3.1.c Utilize available media to enhance communication

LA 12.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 12.3.2.a Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations

LA 12.3.2.c Listen to and evaluate the clarity, quality and effectiveness of important points, arguments, and evidence being communicated

LA 12.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 12.3.3.a Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 12.3.3.b.Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words)

LA 12.4 Students will identify, locate, and evaluate information.

LA 12.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources)

LA 12.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)

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~~LA 12.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)~~

~~LA 12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)~~

~~LA 12.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)~~

~~LA 12.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)~~

~~LA 12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog)~~

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The State Board of Education adopted these English Language Arts Standards on ~~December 11, 2008~~ September 5, 2014, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides language arts (reading, writing, speaking and listening, and multiple literacies) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to reading, writing, speaking and listening, and multiple literacies.

Grade Level Standards. The grade level standards represent the critical content for students to know and be able to do by the end of a specific grade level.

Curricular Indicators. Following each grade level standard is a set of curricular indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the grade level standards are repeated in whole or in part at different grade levels, the curricular indicators show progression and increased expectations throughout the grades. Although the curricular indicators are not an exhaustive list of what can be done to meet the grade level standards, they are representative of the content for each standard at each grade level.

2014 Nebraska English Language Arts Standards

Reading Students will learn and apply reading skills and strategies to comprehend text.

Writing Students will learn and apply writing skills and strategies to communicate.

Speaking/Listening Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

Multiple Literacies Students will apply information fluency and practice digital citizenship.

Nebraska Language Arts Standards - Kindergarten

LA 0.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 0.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print.

LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).

LA 0.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).

LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).

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LA 0.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.

LA 0.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).

LA 0.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).

LA 0.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words.

LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

LA 0.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).

LA 0.1.2.b Segment spoken sentences into words.

LA 0.1.2.c Identify and produce oral rhymes.

LA 0.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).

LA 0.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).

LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.

LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.

LA 0.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).

LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

LA 0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.

LA 0.1.4.a Listen to text of increasing length and/or complexity to develop stamina.

LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text.

LA 0.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).

LA 0.1.5.b Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.

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LA 0.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 0.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships.

LA 0.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources.

LA 0.1.6 Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.

LA 0.1.6.a With adult guidance, identify author's purpose (e.g., explain, entertain, inform).

LA 0.1.6.b Identify elements of literary text (e.g., characters, setting, events).

LA 0.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).

LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media.

LA 0.1.6.e With adult guidance, retell main ideas from informational text and/or media.

LA 0.1.6.f Identify text features in print and digital informational text.

LA 0.1.6.g Identify the basic characteristics of literary and informational text.

LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text.

LA 0.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.

LA 0.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).

LA 0.1.6.k Identify different purposes for reading (e.g., inform, enjoy).

LA 0.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.

LA 0.1.6.m With adult guidance, monitor comprehension by recognizing when meaning is disrupted.

LA 0.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations, and titles.

LA 0.1.6.o Respond to text (e.g., verbally, in writing, or artistically).

LA 0.1.6.p Make connections between a print text and an audio, video, or live version of the text.

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LA 0.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 0.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 0.2.1.a Use prewriting activities and inquiry tools to generate ideas.

LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.

LA 0.2.1.c With adult guidance, use relevant information and evidence to support ideas.

LA 0.2.1.d Compose simple, grammatically correct sentences.

LA 0.2.1.e With adult guidance, revise to improve and clarify writing through self-strategies and feedback from others.

LA 0.2.1.f Provide oral descriptive feedback to other writers.

LA 0.2.1.g With adult guidance, persevere in writing tasks.

LA 0.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).

LA 0.2.1.i Use own words to relate information.

LA 0.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

LA 0.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 0.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 0.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.

LA 0.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems.

LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 0.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.

LA 0.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 0.3.1 Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 0.3.1.a Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.

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LA 0.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, volume, clear pronunciation) for a variety of purposes and situations.

LA 0.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.

LA 0.3.1.d Convey a personal perspective with clear reasons.

LA 0.3.1.e Ask pertinent questions to acquire or confirm information.

LA 0.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 0.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.

LA 0.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.

LA 0.3.2.c Complete a task following one/two-step directions.

LA 0.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 0.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.

LA 0.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.

LA 0.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.

LA 0.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.

LA 0.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA 0.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 0.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 0.4.1.a With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).

LA 0.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source available resources (e.g., online citation tools).

LA 0.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

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LA 0.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 0.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).

LA 0.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 1

LA 1.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 1.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print.

LA 1.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).

LA 1.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).

LA 1.1.1.c Identify parts of a book (e.g., title page, author, illustrator, table of contents).

LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

LA 1.1.2.a Blend, segment and manipulate phonemes orally.

LA 1.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 1.1.3.a Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.

LA 1.1.3.b Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).

LA 1.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 1.1.4.a Listen to and read text of increasing length and/or complexity to support reader stamina.

LA 1.1.4.b Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).

LA 1.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).

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LA 1.1.5.b Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.

LA 1.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 1.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.

LA 1.1.5.e Locate words and determine word meaning using reference materials and classroom resources.

LA 1.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 1.1.6.a Identify author's purpose (e.g., explain, entertain, inform).

LA 1.1.6.b Identify elements of literary text (e.g., characters, setting, events).

LA 1.1.6.c Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).

LA 1.1.6.d Retell major events and key details from a literary text and/or media.

LA 1.1.6.e Retell main ideas and supporting details from informational text and/or media.

LA 1.1.6.f Identify text features in print and digital informational text.

LA 1.1.6.g Identify the basic characteristics of a variety of literary and informational texts.

LA 1.1.6.h Make connections between own life and/or other cultures in literary and informational text.

LA 1.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.

LA 1.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).

LA 1.1.6.k Identify and explain purpose for reading (e.g., answer a question, enjoy).

LA 1.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.

LA 1.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.

LA 1.1.6.n Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.

LA 1.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 1.1.6.p Make connections between a print text and an audio, video, or live version of the text.

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LA 1.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 1.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 1.2.1.a Use prewriting activities and inquiry tools to generate ideas.

LA 1.2.1.b Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.

LA 1.2.1.c Gather and use relevant information and evidence to support ideas.

LA 1.2.1.d Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.

LA 1.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 1.2.1.f Provide oral descriptive feedback to other writers.

LA 1.2.1.g Persevere in writing tasks of various length and complexity.

LA 1.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).

LA 1.2.1.i Use own words to relate information.

LA 1.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

LA 1.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 1.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 1.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.

LA 1.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems using resources.

LA 1.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 1.2.2.e Compare various mentor texts and/or exemplars to create similar pieces.

LA 1.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 1.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 1.3.1.a Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.

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LA 1.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.

LA 1.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.

LA 1.3.1.d Convey a personal perspective with clear reasons.

LA 1.3.1.e Ask pertinent questions to acquire or confirm information.

LA 1.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 1.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.

LA 1.3.2.b With adult guidance, discuss the purpose and credibility of information being in diverse media and formats.

LA 1.3.2.c Complete a task following one/two-step directions.

LA 1.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 1.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.

LA 1.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.

LA 1.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.

LA 1.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.

LA 1.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA 1.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 1.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 1.4.1.a Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).

LA 1.4.1.b With guidance, demonstrate ethical use of information and copyright by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

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LA 1.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

LA 1.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 1.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).

LA 1.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 2

LA 2.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 2.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 2.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 2.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 2.1.3.a Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text.

LA 2.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).

LA 2.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

LA 2.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 2.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

LA 2.1.4.b Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).

LA 2.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).

LA 2.1.5.b Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.

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LA 2.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 2.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.

LA 2.1.5.e Locate words and determine meaning using reference materials.

LA 2.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.

LA 2.1.6.b Identify elements of literary text (e.g., characters, setting, plot).

LA 2.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).

LA 2.1.6.d Retell major events and key details from a literary text and/or media and support a prompted theme.

LA 2.1.6.e Retell main ideas and supporting details from informational text and/or media.

LA 2.1.6.f Use text features to locate information and gain meaning from print and digital text.

LA 2.1.6.g Compare and contrast the basic characteristics of a variety of literary and informational texts.

LA 2.1.6.h Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.

LA 2.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.

LA 2.1.6.j Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).

LA 2.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).

LA 2.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

LA 2.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.

LA 2.1.6.n Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.

LA 2.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 2.1.6.p Make connections between a print text and an audio, video, or live version of the text.

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LA 2.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 2.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas.

LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.

LA 2.2.1.c Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.

LA 2.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.

LA 2.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 2.2.1.f Provide oral and/or written descriptive feedback to other writers.

LA 2.2.1.g Persevere in writing tasks of various length and complexity.

LA 2.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 2.2.1.i Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.

LA 2.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

LA 2.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions.

LA 2.2.2.c Conduct and publish research to answer questions or solve problems using resources.

LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 2.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

LA 2.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 2.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

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LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 2.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.

LA 2.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.

LA 2.3.1.d Convey a personal perspective with clear reasons.

LA 2.3.1.e Ask pertinent questions to acquire or confirm information

LA 2.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 2.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.

LA 2.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.

LA 2.3.2.c Complete a task following multi-step directions.

LA 2.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 2.3.3.a Demonstrate appropriate classroom etiquette and recognize social cues when communicating.

LA 2.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.

LA 2.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.

LA 2.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.

LA 2.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA 2.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 2.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 2.4.1.a With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

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LA 2.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 2.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

LA 2.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 2.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 2.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 3

LA 3.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 3.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 3.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 3.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 3.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.

LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes contractions, syllabication, derivation).

LA 3.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

LA 3.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 3.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

LA 3.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

LA 3.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

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LA 3.1.5.a Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).

LA 3.1.5.b Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.

LA 3.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 3.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

LA 3.1.5.e Locate words and determine meaning using reference materials.

LA 3.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 3.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.

LA 3.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).

LA 3.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 3.1.6.d Summarize a literary text and/or media, using key details to identify the theme.

LA 3.1.6.e Determine main ideas and supporting details from informational text and/or media.

LA 3.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.

LA 3.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.

LA 3.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.

LA 3.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.

LA 3.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).

LA 3.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).

LA 3.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

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LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.

LA 3.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.

LA 3.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 3.1.6.p Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.

LA 3.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and organize information.

LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.

LA 3.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.

LA 3.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.

LA 3.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.

LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 3.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 3.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

LA 3.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

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LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.

LA 3.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.

LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

LA 3.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 3.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 3.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.

LA 3.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

LA 3.3.1.d Convey a perspective with clear reasoning and support.

LA 3.3.1.e Ask pertinent questions to acquire or confirm information.

LA 3.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 3.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.

LA 3.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.

LA 3.3.2.c Complete a task following multi-step directions.

LA 3.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.

LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.

LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.

LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.

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LA 3.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA 3.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 3.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 3.4.1.a Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 3.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 3.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 3.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 3.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 3.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 4

LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 4.1.1Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 4.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 4.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).

LA 4.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

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LA 4.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).

LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 4.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

LA 4.1.5.e Determine meaning using reference materials.

LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 4.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.

LA 4.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).

LA 4.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 4.1.6.d Summarize a literary text and/or media, using key details to identify the theme.

LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.

LA 4.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.

LA 4.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.

LA 4.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.

LA 4.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.

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LA 4.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).

LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).

LA 4.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.

LA 4.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.

LA 4.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 4.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.

LA 4.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.

LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.

LA 4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.

LA 4.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.

LA 4.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 4.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 4.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

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LA 4.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

LA 4.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 4.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.

LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 4.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 4.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.

LA 4.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

LA 4.3.1.d Convey a perspective with clear reasoning and support.

LA 4.3.1.e Ask pertinent questions to acquire or confirm information.

LA 4.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 4.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.

LA 4.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.

LA 4.3.2.c Complete a task following multi-step directions.

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LA 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 4.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.

LA 4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.

LA 4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.

LA 4.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.

LA 4.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA 4.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 4.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 4.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 4.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 4.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 4.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 4.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 5

LA 5.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 5.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

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LA 5.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 5.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 5.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 5.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 5.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

LA 5.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

LA 5.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).

LA 5.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 5.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 5.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

LA 5.1.5.e Determine meaning using reference materials.

LA 5.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 5.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.

LA 5.1.6.b Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).

LA 5.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 5.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.

LA 5.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.

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LA 5.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.

LA 5.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.

LA 5.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.

LA 5.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.

LA 5.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).

LA 5.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 5.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

LA 5.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.

LA 5.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.

LA 5.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 5.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.

LA 5.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 5.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 5.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.

LA 5.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.

LA 5.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.

LA 5.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.

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LA 5.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 5.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 5.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 5.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 5.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 5.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

LA 5.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 5.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 5.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 5.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.

LA 5.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 5.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

LA 5.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 5.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 5.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 5.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.

LA 5.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

LA 5.3.1.d Convey a perspective with clear reasoning and support.

LA 5.3.1.e Ask pertinent questions to acquire or confirm information.

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LA 5.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 5.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) for multiple situations and modalities.

LA 5.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.

5.3.2.c Complete a task following multi-step directions.

LA 5.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 5.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.

LA 5.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.

LA 5.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.

LA 5.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.

LA 5.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA 5.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 5.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 5.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 5.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 5.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 5.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 5.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 5.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

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Nebraska Language Arts Standards - Grade 6

LA 6.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 6.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 6.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 6.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 6.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 6.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 6.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

LA 6.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA 6.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 6.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 6.1.5.d Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.

LA 6.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

LA 6.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 6.1.6.a Analyze text to determine author's purpose(s) and describe how author's perspective influences text.

LA 6.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).

LA 6.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).

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LA 6.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.

LA 6.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.

LA 6.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.

LA 6.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.

LA 6.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.

LA 6.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.

LA 6.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).

LA 6.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 6.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.

LA 6.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.

LA 6.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.

LA 6.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 6.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

LA 6.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 6.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 6.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.

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LA 6.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.

LA 6.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 6.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.

LA 6.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 6.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 6.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 6.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 6.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 6.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

LA 6.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 6.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 6.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 6.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.

LA 6.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 6.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

LA 6.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 6.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 6.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

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LA 6.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.

LA 6.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

LA 6.3.1.d Convey a perspective with clear reasoning and support.

LA 6.3.1.e Ask pertinent questions to acquire or confirm information.

LA 6.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

LA 6.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 6.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.

LA 6.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.

LA 6.3.2.c Complete a task following multi-step directions.

LA 6.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 6.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.

LA 6.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 6.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas

LA 6.3.3.d Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.

LA 6.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

LA 6.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 6.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 6.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.

LA 6.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

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LA 6.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 6.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 6.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 6.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 7

LA 7.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 7.1.1Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 7.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 7.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.

7.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 7.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

LA 7.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 7.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA 7.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 7.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 7.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.

LA 7.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

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LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.

LA 7.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).

7.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).

LA 7.1.6.d Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.

LA 7.1.6.e Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.

LA 7.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.

LA 7.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.

LA 7.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.

LA 7.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.

LA 7.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).

LA 7.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 7.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.

LA 7.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.

LA 7.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.

LA 7.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).

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LA 7.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

LA 7.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 7.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 7.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.

LA 7.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience, and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.

LA 7.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 7.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.

LA 7.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 7.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 7.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

7.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 7.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 7.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

LA 7.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 7.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 7.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 7.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

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LA 7.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 7.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

LA 7.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 7.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 7.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 7.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.

LA 7.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

LA 7.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 7.3.1.e Ask pertinent questions to acquire or confirm information.

LA 7.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

LA 7.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 7.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.

LA 7.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.

LA 7.3.2.c Complete a task following multi-step directions.

LA 7.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 7.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.

LA 7.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 7.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.

LA 7.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.

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LA 7.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

LA 7.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 7.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 7.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.

LA 7.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

LA 7.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 7.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 7.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 7.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards - Grade 8

LA 8.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 8.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 8.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 8.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.

LA 8.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 8.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 8.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

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LA 8.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 8.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA 8.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 8.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 8.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.

LA 8.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.1.6.a Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.

LA 8.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).

LA 8.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).

LA 8.1.6.d Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.

LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.

LA 8.1.6.f Analyze and evaluate information from print and digital text features to support comprehension.

LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.

LA 8.1.6.h Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.

LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.

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LA 8.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).

LA 8.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 8.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.

LA 8.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.

LA 8.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.

LA 8.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 8.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

LA 8.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 8.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.

LA 8.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.

LA 8.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 8.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.

LA 8.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 8.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 8.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 8.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

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LA 8.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 8.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

LA 8.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 8.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 8.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 8.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

LA 8.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 8.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

LA 8.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 8.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 8.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 8.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.

LA 8.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.

LA 8.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 8.3.1.e Ask pertinent questions to acquire or confirm information.

LA 8.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

LA 8.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 8.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.

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LA 8.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.

LA 8.3.2.c Complete a task following complex multi-step directions.

LA 8.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 8.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.

LA 8.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 8.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.

LA 8.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.

LA 8.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

LA 8.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 8.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 8.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.

LA 8.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

LA 8.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 8.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 8.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 8.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards – Grades 9-10

LA 10.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

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LA 10.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 10.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 10.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 10.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.

LA 10.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 10.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.

LA 10.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 10.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.

LA 10.1.5.b Skills blended with 10.1.5.a at this level.

LA 10.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 10.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.

LA 10.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

LA 10.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 10.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.

LA 10.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

LA 10.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).

LA 10.1.6.d Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).

LA 10.1.6.e Skills blended with 10.1.6.d at this level.

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LA 10.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.

LA 10.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.

LA 10.1.6.h Skills blended with 10.1.6.g at this level.

LA 10.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.

LA 10.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).

LA 10.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 10.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.

LA 10.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.

LA 10.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

LA 10.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 10.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

LA 10.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 10.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 10.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.

LA 10.2.1.b Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.

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LA 10.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 10.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.

LA 10.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 10.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 10.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 10.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 10.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 10.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

LA 10.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 10.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 10.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 10.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

LA 10.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 10.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

LA 10.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 10.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 10.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

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LA 10.3.1.b Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.

LA 10.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.

LA 10.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 10.3.1.e Ask pertinent questions to acquire or confirm information.

LA 10.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

LA 10.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 10.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

LA 10.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.

LA 10.3.2.c Complete a task following complex multi-step directions.

LA 10.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 10.3.3.a Integrate professional etiquette and social protocols when communicating.

LA 10.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 10.3.3.c Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.

LA 10.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.

LA 10.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

LA 10.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 10.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 10.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.

LA 10.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

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LA 10.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 10.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 10.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 10.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Nebraska Language Arts Standards – Grades 11-12

LA 12.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 12.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 12.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 12.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 12.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.

LA 12.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 12.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.

LA 12.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 12.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.

LA 12.1.5.b Skills blended with 10.1.5.a at this level.

LA 12.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.

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LA 12.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

LA 12.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 12.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.

LA 12.1.6.b Analyze and evaluate literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).

LA 12.1.6.d Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).

LA 12.1.6.e Skills blended with 12.1.6.d at this level.

LA 12.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.

LA 12.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.

LA 12.1.6.h Skills blended with 12.1.6.g at this level.

LA 12.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.

LA 12.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).

LA 12.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 12.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.

LA 12.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.

LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

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LA 12.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 12.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 12.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.

LA 12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.

LA 12.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 12.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.

LA 12.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 12.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 12.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 12.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 12.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

LA 12.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 12.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

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LA 12.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 12.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 12.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

LA 12.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 12.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 12.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 12.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.

LA 12.3.1.c Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.

LA 12.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 12.3.1.e Ask pertinent questions to acquire or confirm information.

LA 12.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

LA 12.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 12.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

LA 12.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.

LA 12.3.2.c Complete a task following complex multi-step directions.

LA 12.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 12.3.3.a Integrate professional etiquette and social protocols when communicating.

LA 12.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

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LA 12.3.3.c Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.

LA 12.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.

LA 12.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

LA 12.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 12.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 12.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.

LA 12.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

LA 12.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 12.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 12.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 12.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

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The State Board of Education adopted these Mathematics Standards on October 8, 2009, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides mathematics (number sense, geometry, measurement, algebra, data analysis, and probability) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to number sense, geometry, measurement, algebra, data analysis, and probability.

Grade Level Standards. The grade level standards represent the critical content for students to know and be able to do by the end of a specific grade level.

Curricular Indicators. Following each grade level standard is a set of curricular indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the grade level standards are repeated in whole or in part at different grade levels, the curricular indicators show progression and increased expectations throughout the grades. Although the curricular indicators are not an exhaustive list of what can be done to meet the grade level standards, they are representative of the content for each standard at each grade level.

Nebraska Mathematics Standards – Kindergarten

MA 0.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 0.1.1.a Count, read and write numbers 0 – 20

MA 0.1.1.b Count objects using one-to-one correspondence 0 – 20

MA 0.1.1.c Sequence objects using ordinal numbers (first through fifth)

MA 0.1.1.d Match numerals to the quantities they represent 0 – 20, using a variety of models and representations

MA 0.1.1.e Demonstrate and identify multiple equivalent representations for numbers

1 – 10 (e.g., 10 is 1 and 9; 10 is 6 and 4)

MA 0.1.1.f Demonstrate relative position of whole numbers 0 – 10 (e.g., 5 is between 2 and 10; 7 is greater than 3)

MA 0.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.

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MA 0.1.2.a Use objects and words to explain the meaning of addition as a joining action (e.g., Two girls are sitting at a table. Two more girls join them. How many girls are sitting at the table?)

MA 0.1.2.b Use objects and words to explain the meaning of addition as parts of a whole (e.g., Three boys and two girls are going to the zoo. How many children are going to the zoo?)

MA 0.1.2.c Use objects and words to explain the meaning of subtraction as a separation action (e.g., Five girls are sitting at a table. Two girls leave. How many girls are left sitting at the table?)

MA 0.1.2.d Use objects and words to explain the meaning of subtraction as finding part of a whole (e.g., Jacob has 5 pencils. Three are blue and the rest are red. How many red pencils does Jacob have?)

MA 0.1.3 Computation: Mastery not expected at this level.

MA 0.1.4 Estimation: Mastery not expected at this level.

MA 0.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.2.1 Characteristics: Students will identify two-dimensional geometric shapes.

MA 0.2.1.a Sort and name two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 0.2.2 Coordinate Geometry: Mastery not expected at this level.

MA 0.2.3 Transformations: Mastery not expected at this level.

MA 0.2.4 Spatial Modeling: Students will communicate relative positions in space.

MA 0.2.4.a Demonstrate positional words (e.g., above/below, near/far, over/ under, in/out, down/up, around/through)

MA 0.2.5 Measurement: Students will measure using nonstandard units and time.

MA 0.2.5.a Identify the name and amount of a penny, nickel, dime, and quarter

MA 0.2.5.b Identify time to the hour

MA 0.2.5.c Measure using nonstandard units

MA 0.2.5.d Compare objects according to length

MA 0.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.3.1 Relationships: Students will sort, classify, and order objects by relationships.

MA 0.3.1.a Sort by color, shape, or size

MA 0.3.1.b Create own rule for sorting other than color, shape, and size

MA 0.3.2 Modeling in Context: Students will use objects as models to represent mathematical situations.

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MA 0.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 10 using objects

MA 0.3.3 Procedures: Students will use concrete and verbal representations to solve number stories.

MA 0.3.3.a Use objects to solve addition and subtraction of whole numbers 0 – 10

MA 0.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.4.1 Display and Analysis: Students will sort, classify, represent, describe, and compare sets of objects.

MA 0.4.1.a Sort and classify objects according to an attribute (e.g., size, color, shape)

MA 0.4.1.b Identify the attributes of sorted data

MA 0.4.1.c Compare the attributes of the data (e.g., most, least, same)

MA 0.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 0.4.3 Probability: Mastery not expected at this level.

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Nebraska Mathematics Standards – Grade 1

MA 1.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 1.1.1.a Count, read, and write numbers 0 – 100

MA 1.1.1.b Count by multiples of 2 up to 50

MA 1.1.1.c Count by multiples of 5 up to 100

MA 1.1.1.d Count by multiples of 10 up to 100

MA 1.1.1.e Sequence objects using ordinal numbers (first through tenth)

MA 1.1.1.f Count backwards from 10 – 0

MA 1.1.1.g Connect number words to the quantities they represent 0 – 20

MA 1.1.1.h Demonstrate and identify multiple equivalent representations for numbers

1 – 100 (e.g., 23 is 2 tens and 3 ones; 23 is 1 ten and 13 ones; 23 is 23 ones)

MA 1.1.1.i Compare and order whole numbers 0 – 100

MA 1.1.1.j Demonstrate relative position of whole numbers 0 – 100 (e.g., 52 is between 50 and 60; 83 is greater than 77)

MA 1.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.

MA 1.1.2.a Use objects, drawings, words, and symbols to explain addition as a joining action

MA 1.1.2.b Use objects, drawings, words, and symbols to explain addition as parts of a whole

MA 1.1.2.c Use objects, drawings, words, and symbols to explain subtraction as a separation action

MA 1.1.2.d Use drawings, words, and symbols to explain subtraction as finding part of a whole

MA 1.1.2.e Use objects, drawings, words, and symbols to explain subtraction as a comparison (e.g., Nancy has 8 hair ribbons. Jane has 5 hair ribbons. How many more hair ribbons does Nancy have than Jane?)

MA 1.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 1.1.3.a Fluently add whole number sums up to 10

MA 1.1.3.b Fluently subtract whole number differences from 10

MA 1.1.3.c Add and subtract two-digit numbers without regrouping

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MA 1.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)

MA 1.1.4 Estimation: Mastery not expected at this level.

MA 1.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.2.1 Characteristics: Students will identify characteristics of two-dimensional geometric shapes.

MA 1.2.1.a Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.2.1.b Describe attributes of two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.2.2 Coordinate Geometry: Students will identify locations on a number line.

MA 1.2.2.a Identify the position of a whole number on a horizontal number line

MA 1.2.3 Transformations: Students will identify a line of symmetry.

MA 1.2.3.a Identify one line of symmetry in two-dimensional shapes (e.g., circle, square, rectangle, triangle)

MA 1.2.4 Spatial Modeling: Students will communicate relative positions in space and create two-dimensional shapes.

MA 1.2.4.a Demonstrate positional words (e.g., left/right)

MA 1.2.4.b Sketch two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.2.5 Measurement: Students will measure using standard units, time, and money.

MA 1.2.5.a Count like coins to $1.00

MA 1.2.5.b Identify time to the half hour

MA 1.2.5.c Identify past, present, and future as orientation in time

MA 1.2.5.d Select an appropriate tool for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)

MA 1.2.5.e Measure length using inches

MA 1.2.5.f Compare and order objects according to length

MA 1.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.3.1 Relationships: Students will identify and describe relationships.

MA 1.3.1.a Sort or order objects by their attributes (e.g., color, shape, size, number) then identify the classifying attribute

MA 1.3.1.b Create multiple rules for sorting beyond color, shape, and size

MA 1.3.1.c Identify, describe, and extend patterns (e.g., patterns with a repeating core)

MA 1.3.1.d Use <, =, > to compare quantities

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MA 1.3.2 Modeling in Context: Students will use objects and pictures as models to represent mathematical situations.

MA 1.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 20, using objects and pictures

MA 1.3.2.b Describe and model qualitative change (e.g., a student growing taller)

MA 1.3.3 Procedures: Students will use concrete, verbal, and visual representations to solve number sentences.

MA 1.3.3.a Write number sentences to represent fact families

MA 1.3.3.b Use concrete, pictorial, and verbal representations of the commutative property of addition

MA 1.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.4.1 Display and Analysis: Students will sort, classify, organize, describe, and compare data.

MA 1.4.1.a Sort and classify objects by more than one attribute

MA 1.4.1.b Organize data by using concrete objects

MA 1.4.1.c Represent data by using tally marks

MA 1.4.1.d Compare and interpret information from displayed data (e.g., more, less, fewer)

MA 1.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 1.4.3 Probability: Mastery not expected at this level.

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Nebraska Mathematics Standards – Grade 2

MA 2.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 2.1.1.a Read and write numbers 0 – 1,000 (e.g., count numbers from 400 – 500; write numbers from 400 – 500)

MA 2.1.1.b Count by multiples of 2 up to 100

MA 2.1.1.c Count backwards from 20 – 0

MA 2.1.1.d Connect number words to the quantities they represent 0 – 100

MA 2.1.1.e Demonstrate multiple equivalent representations for numbers 1 – 1,000 (e.g., 423 is 4 hundreds, 2 tens and 3 ones; 423 is 3 hundreds 12 tens and 3 ones)

MA 2.1.1.f Compare and order whole numbers 0 – 1,000

MA 2.1.1.g Demonstrate relative position of whole numbers 0 – 1,000 (e.g., 624 is between 600 and 700; 593 is greater than 539)

MA 2.1.1.h Use visual models to represent fractions of one-half as a part of a whole

MA 2.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.

MA 2.1.2.a Use objects, drawings, words, and symbols to explain the relationship between addition and subtraction (e.g., if 2 + 3 = 5 then 5 – 3 = 2)

MA 2.1.2.b Use objects, drawings, words, and symbols to explain the use of subtraction to find a missing addend (e.g., if 3 + __ = 7, then 7- 3 = __.)

MA 2.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 2.1.3.a Fluently add whole number facts with sums to 20

MA 2.1.3.b Fluently subtract whole number facts with differences from 20

MA 2.1.3.c Add and subtract three-digit whole numbers with regrouping

MA 2.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper–pencil)

MA 2.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 2.1.4.a Estimate the results of two-digit whole number sums and differences and check the reasonableness of such results

MA 2.1.4 b Estimate the number of objects in a group

MA 2.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

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MA 2.2.1 Characteristics: Students will describe characteristics of two-dimensional shapes and identify three-dimensional objects.

MA 2.2.1.a Describe attributes of two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.1.b Determine if two shapes are congruent

MA 2.2.1.c Compare two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.1.d Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)

MA 2.2.2 Coordinate Geometry: Students will describe direction on a positive number line.

MA 2.2.2.a Identify numbers using location on a vertical number line

MA 2.2.2.b Compare whole numbers using location on a horizontal number line

MA 2.2.2.c Identify the direction moved for adding and subtracting using a horizontal number line

MA 2.2.3 Transformations: Students will identify lines of symmetry.

MA 2.2.3.a Identify lines of symmetry in two-dimensional shapes

MA 2.2.3.b Draw a line of symmetry in two-dimensional shapes

MA 2.2.4 Spatial Modeling: Students will create two-dimensional shapes.

MA 2.2.4.a Sketch two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.5 Measurement: Students will measure using standard units, time and money.

MA 2.2.5.a Count mixed coins to $1.00

MA 2.2.5.b Identify time to 5 minute intervals

MA 2.2.5.c Identify and use appropriate tools for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)

MA 2.2.5.d Measure length using feet and yards

MA 2.2.5.e Compare and order objects using inches, feet and yards

MA 2.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.3.1 Relationships: Students will identify, describe, and extend relationships.

MA 2.3.1.a Create and describe patterns using concrete and pictorial representations

MA 2.3.2 Modeling in Context: Students will use objects, pictures, and symbols as models to represent mathematical situations.

MA 2.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 100, using objects and number lines

MA 2.3.2.b Describe and model quantitative change involving addition (e.g., a student grew 2 inches)

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MA 2.3.3 Procedures: Students will use concrete, verbal, visual, and symbolic representations to solve number sentences.

MA 2.3.3.a Use symbolic representations of the commutative property of addition (e.g., $2 + 3 = \Delta + 2$)

MA 2.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 2.4.1.a Represent data using pictographs

MA 2.4.1.b Interpret data using pictographs (e.g., 7 more; 2 less; 12 all together)

MA 2.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 2.4.3 Probability: Mastery not expected at this level.

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Nebraska Mathematics Standards – Grade 3

MA 3.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.1.1 Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.

MA 3.1.1.a Read and write numbers to one-hundred thousand (e.g., 4,623 is the same as four thousand six hundred twenty three)

MA 3.1.1.b Count by multiples of 5 to 200

MA 3.1.1c Count by multiples of 10 to 400

MA 3.1.1.d Count by multiples of 100 to 1,000

MA 3.1.1.e Demonstrate multiple equivalent representations for numbers up to 10,000 (e.g., 10 tens is 1 hundred; 10 ten thousands is 1 hundred thousand; 2,350 is 235 tens; 2,350 is 2,000 + 300 + 50; 2,350 is 23 hundreds and 5 tens)

MA 3.1.1.f Demonstrate multiple equivalent representations for decimal numbers through the tenths place (e.g., 3 and 6 tenths is 3.6; 7.4 is 7 + .4)

MA 3.1.1.g Compare and order whole numbers through the thousands

MA 3.1.1.h Find parts of whole and parts of a set for ½, ⅓, or ¼

MA 3.1.1.i Round a given number to tens, hundreds, or thousands

MA 3.1.2 Operations: Students demonstrate the meaning of multiplication with whole numbers.

MA 3.1.2.a Represent multiplication as repeated addition using objects, drawings, words, and symbols (e.g., 3 x 4 = 4 + 4 + 4)

MA 3.1.2.b Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4.)

MA 3.1.2.c Use drawings, words, and symbols to explain the meaning of the factors and product in a multiplication sentence (e.g., in 3 x 4 = 12, 3 and 4 are factors and 12 is the total or product. The first factor (3) tells how many sets while the second factor tells how many are in each set. Another way to say this is that 3 groups of 4 equals 12 total.)

MA 3.1.2.d Use drawings, words, and symbols to explain the meaning of multiplication using an array (e.g., an array with 3 rows and 4 columns represents the multiplication sentence 3 x 4 = 12)

MA 3.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 3.1.3.a Compute whole number multiplication facts 0 – 10 fluently

MA 3.1.3.b Add and subtract through four-digit whole numbers with regrouping

MA 3.1.3.c Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands (e.g., models, mental computation, paper-pencil)

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MA 3.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 3.1.4.a Estimate the two-digit product of whole number multiplication and check the reasonableness

MA 3.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.2.1 Characteristics: Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.

MA 3.2.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes

MA 3.2.1.b Identify congruent two-dimensional figures given multiple two-dimensional shapes

MA 3.2.1.c Identify lines, line segments, rays, and angles

MA 3.2.1.d Describe attributes of solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)

MA 3.2.2 Coordinate Geometry: Students will identify distances on a number line.

MA 3.2.2.a Draw a number line and plot points

MA 3.2.2.b Determine the distance between two whole number points on a number line

MA 3.2.3 Transformations: Students will draw all lines of symmetry.

MA 3.2.3.a Draw all possible lines of symmetry in two-dimensional shapes

MA 3.2.4 Spatial Modeling: Students will create two-dimensional shapes and three-dimensional objects.

MA 3.2.4.a Sketch and label lines, rays, line segments, and angles

MA 3.2.4.b Build three-dimensional objects (e.g., using clay for rectangular prisms, cone, cylinder)

MA 3.2.5 Measurement: Students will apply appropriate procedures and tools to determine measurements using customary and metric units.

MA 3.2.5.a Select and use appropriate tools to measure perimeter of simple two-dimensional shapes (e.g., triangle, square, rectangle)

MA 3.2.5.b Count mixed coins and bills greater than $1.00

MA 3.2.5.c Identify time of day (e.g., am, pm, noon, midnight)

MA 3.2.5.d State multiple ways for the same time using 15 minute intervals (e.g., 2:15, or quarter past 2, 2:45 or a quarter until 3)

MA 3.2.5.e Identify the appropriate customary unit for measuring length, weight, and capacity/volume

MA 3.2.5.f Measure length to the nearest ½ inch and centimeter (e.g., requires rounding)

MA 3.2.5.g Compare and order objects according to length using centimeters and meters

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MA 3.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.3.1 Relationships: Students will represent relationships.

MA 3.3.1.a Identify, describe, and extend numeric and non-numeric patterns

MA 3.3.1.b Identify patterns using words, tables, and graphs

MA 3.3.2 Modeling in Context: Students will create and use models to represent mathematical situations.

MA 3.3.2.a Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols

MA 3.3.2.b Describe and model quantitative change involving subtraction (e.g., temperature dropped two degrees)

MA 3.3.3 Procedures: Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.

MA 3.3.3.a Use symbolic representation of the identity property of addition (e.g., $3 = 0 + 3$)

MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., $\Delta + 2 = 3$)

MA 3.3.3.c Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction

MA 3.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 3.4.1.a Represent data using horizontal and vertical bar graphs

MA 3.4.1.b Use comparative language to describe the data (e.g., increasing, decreasing)

MA 3.4.1.c Interpret data using horizontal and vertical bar graphs

MA 3.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 3.4.3 Probability: Students will find and describe experimental probability.

MA 3.4.3.a Perform simple experiments (e.g., flip a coin, toss a number cube, spin a spinner) and describe outcomes as possible, impossible, or certain

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Nebraska Mathematics Standards – Grade 4

MA 4.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.1.1 Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.

MA 4.1.1.a Read and write numbers through the millions (e.g., 2,347,589 is the same as 2 million three hundred forty seven thousand five hundred eighty nine)

MA 4.1.1.b Demonstrate multiple equivalent representations for decimal numbers through the hundredths place (e.g., 2 and 5 hundredths is 2.05; 6.23 is 6 + .2 +.03)

MA 4.1.1.c Compare and order whole numbers and decimals through the hundredths place (e.g., money)

MA 4.1.1.d Classify a number as even or odd

MA 4.1.1.e Represent a fraction as parts of a whole and/or parts of a set

MA 4.1.1.f Use visual models to find equivalent fractions
(e.g., $\frac{2}{4} = \frac{1}{2}, \frac{2}{8} = \frac{1}{4}, 1 = \frac{2}{2} = \frac{5}{5}, \frac{3}{3}$)

MA 4.1.1.g Determine the size of a fraction relative to one half using equivalent forms (e.g., Is 3/8 more or less than one half?)

MA 4.1.1.h Locate fractions on a number line

MA 4.1.1.i Round a whole number to millions

MA 4.1.2 Operations: Students will demonstrate the meaning of division with whole numbers.

MA 4.1.2.a Use drawings, words, and symbols to explain the meaning of division [(e.g., as repeated subtraction: Sarah has 24 candies. She put them into bags of 6 candies each. How many bags did Sarah use?) (e.g., as equal sharing: Paul has 24 candies. He wants to share them equally among his 6 friends. How many candies will each friend receive?)]

MA 4.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 4.1.3.a Compute whole number division facts 0 – 10 fluently

MA 4.1.3.b Add and subtract decimals to the hundredths place (e.g., money)

MA 4.1.3.c Multiply two-digit whole numbers

MA 4.1.3.d Divide a three-digit number with one digit divisor with and without a remainder

MA 4.1.3.e Mentally compute multiplication and division involving powers of 10

MA 4.1.3.f Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil)

MA 4.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

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MA 4.1.4.a Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness

MA 4.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.2.1 Characteristics: Students will classify two-dimensional shapes and three-dimensional objects.

MA 4.2.1.a Identify two- and three-dimensional shapes according to their sides and angle properties

MA 4.2.1.b Classify an angle as acute, obtuse, and right

MA 4.2.1.c Identify parallel, perpendicular, and intersecting lines

MA 4.2.1.d Identify the property of congruency when dealing with plane geometric shapes

MA 4.2.2 Coordinate Geometry: Students will describe locations using coordinate geometry.

MA 4.2.2.a Identify the ordered pair of a plotted point in first quadrant by its location (e.g., (2, 3) is a point two right and three up from the origin)

MA 4.2.3 Transformations: Students will identify simple transformations.

MA 4.2.3.a Given two congruent geometric shapes, identify the transformation (e.g., translation, rotation, reflection) applied to an original shape to create a transformed shape

MA 4.2.4 Spatial Modeling: Student will use geometric models to solve problems.

MA 4.2.4.a Given a geometric model, use it to solve a problem (e.g., what shapes make a cylinder; streets run parallel and perpendicular)

MA 4.2.5 Measurement: Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.

MA 4.2.5.a Select and use appropriate tools to measure perimeter of polygons

MA 4.2.5.b Identify time to the minute on an analog clock

MA 4.2.5.c Solve problems involving elapsed time

MA 4.2.5.d Identify the appropriate metric unit for measuring length, weight, and capacity/volume (e.g., cm, m, Km; g, Kg; mL, L)

MA 4.2.5.e Estimate and measure length using customary (nearest ½ inch) and metric (nearest centimeter) units

MA 4.2.5.f Measure weight and temperature using customary units

MA 4.2.5.g Compute simple unit conversions for length within a system of measurement

MA 4.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.3.1 Relationships: Students will represent and analyze relationships.

MA 4.3.1.a Describe, extend, and apply rules about numeric patterns

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MA 4.3.1.b Represent and analyze a variety of patterns using words, tables, and graphs

MA 4.3.1.c Use ≥, ≤ symbols to compare quantities

MA 4.3.1.d Select appropriate operational and relational symbols to make a number sentence true

MA 4.3.2 Modeling in Context: Students will create and use models to represent mathematical situations.

MA 4.3.2.a Model situations that involve the multiplication of whole numbers using number lines and symbols

MA 4.3.2.b Describe and model quantitative change involving multiplication (e.g., money doubling)

MA 4.3.3 Procedures: Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.

MA 4.3.3.a Represent the idea of a variable as an unknown quantity using a letter or a symbol (e.g., n + 3, b – 2)

MA 4.3.3.b Use symbolic representation of the identity property of multiplication (e.g., 5 * 1 = 5)

MA 4.3.3.c Use symbolic representations of the commutative property of multiplication (e.g., 2 * 3 = Δ * 2)

MA 4.3.3.d Solve simple one-step whole number equations (e.g., x + 2 = 3, 3 * y = 6)

MA 4.3.3.e Explain the procedure(s) used in solving simple one-step whole number equations

MA 4.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 4.4.1.a Represent data using dot/line plots

MA 4.4.1.b Compare different representations of the same data

MA 4.4.1.c Interpret data and draw conclusions using dot/line plots

MA 4.4.1.d Find the mode and range for a set of whole numbers

MA 4.4.1.e Find the whole number mean for a set of whole numbers

MA 4.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 4.4.2.a Make predictions based on data to answer questions from tables and bar graphs

MA 4.4.3 Probability: Students will find, describe, and compare experimental probabilities.

MA 4.4.3.a Perform simple experiments and compare the degree of likelihood (e.g., more likely, equally likely, or less likely)

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Nebraska Mathematics Standards – Grade 5

MA 5.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.1.1 Number System: Students will represent and show relationships among positive rational numbers.

MA 5.1.1.a Demonstrate multiple equivalent representations for whole numbers and decimals through the thousandths place (e.g., 3.125 is 3 + .1 + .02 + .005)

MA 5.1.1.b Compare and order whole numbers, fractions, and decimals through the thousandths place

MA 5.1.1.c Identify and name fractions in their simplest form and find common denominators for fractions

MA 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., one third, one fourth, one half, two thirds, three fourths)

MA 5.1.1.e Classify a number as prime or composite

MA 5.1.1.f Identify factors and multiples of any whole number

MA 5.1.1.g Round whole numbers and decimals to any given place

MA 5.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with whole numbers.

MA 5.1.2.a Use words and symbols to explain the meaning of the identity properties for addition and multiplication

MA 5.1.2.b Use words and symbols to explain the meaning of the commutative and associative properties of addition and multiplication

MA 5.1.2.c Use words and symbols to explain the distributive property of multiplication over addition (e.g., 5 (y + 2) = 5y + 5 x 2)

MA 5.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 5.1.3.a Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)

MA 5.1.3.b Select, apply and explain the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology)

MA 5.1.3.c Multiply decimals

MA 5.1.3.d Divide a decimal by a whole number

MA 5.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 5.1.4.a Estimate the sums and differences of positive rational numbers to check the reasonableness of such results

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MA 5.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.2.1 Characteristics: Students will describe relationships among two-dimensional shapes and three-dimensional objects.

MA 5.2.1.a Identify the number of edges, faces, and vertices of triangular and rectangular prisms

MA 5.2.1.b Justify congruence of two-dimensional shapes

MA 5.2.1.c Justify the classification of two-dimensional shapes (e.g., triangles by angles and sides)

MA 5.2.1.d Identify degrees on a circle (e.g., 45, 90, 180, 270, 360)

MA 5.2.2 Coordinate Geometry: Students will identify locations using coordinate geometry.

MA 5.2.2.a Plot the location of an ordered pair in the first quadrant

MA 5.2.3 Transformations: Students will identify and use simple transformations.

MA 5.2.3.a Perform one-step transformations on two dimensional shapes (e.g., translation, rotation, reflection, of 90, 180, and 270)

MA 5.2.4 Spatial Modeling: Students will create and use geometric models to solve problems.

MA 5.2.4.a Build or sketch a geometric model to solve a problem

MA 5.2.4.b Sketch congruent shapes

MA 5.2.4.c Build rectangular prisms using cubes

MA 5.2.5 Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.

MA 5.2.5.a Select and use appropriate tools to measure perimeter and angles

MA 5.2.5.b Identify correct unit (customary or metric) to the measurement situation (e.g., distance from home to school; measure length of a room)

MA 5.2.5.c Estimate and measure length with customary units to the nearest ¼ inch

MA 5.2.5.d Measure capacity/volume with customary units

MA 5.2.5.e Measure weight (mass) and temperature using metric units

MA 5.2.5.f Determine the area of rectangles and squares

MA 5.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.3.1 Relationships: Students will represent, analyze, and generalize relationships.

MA 5.3.1.a Describe, extend, apply rules, and make generalizations about numeric, and geometric patterns

MA 5.3.1.b Create and analyze numeric patterns using words, tables, and graphs

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MA 5.3.1.c Communicate relationships using expressions and equations

MA 5.3.2 Modeling in Context: Students will create, use, and compare models representing mathematical situations.

MA 5.3.2.a Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables

MA 5.3.2.b Represent a variety of quantitative relationships using tables and graphs

MA 5.3.2.c Compare different models to represent mathematical situations

MA 5.3.3 Procedures: Students will apply properties of simple positive rational numbers to solve one-step equations.

MA 5.3.3.a Explain the addition property of equality (e.g., if a = b, then a + c = b + c)

MA 5.3.3.b Use symbolic representations of the associative property (e.g., (2 + 3) + 4 = 2 + (3 + n), (2 * 3) * 4 = 2 * (3 * n))

MA 5.3.3.c Evaluate numerical expressions by using parentheses with respect to order of operations (e.g., 6 + (3 * 5))

MA 5.3.3.d Evaluate simple algebraic expressions involving addition and subtraction

MA 5.3.3.e Solve one-step addition and subtraction equations involving common positive rational numbers

MA 5.3.3.f Identify and explain the properties of equality used in solving one-step equations involving common positive rational numbers

MA 5.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 5.4.1.a Represent data using line graphs

MA 5.4.1.b Represent the same set of data in different formats (e.g., table, pictographs, bar graphs, line graphs)

MA 5.4.1.c Draw conclusions based on a set of data

MA 5.4.1.d Find the mean, median, mode, and range for a set of whole numbers

MA 5.4.1.e Generate questions and answers from data sets and their graphical representations

MA 5.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 5.4.2.a Make predictions based on data to answer questions from tables, bar graphs, and line graphs

MA 5.4.3 Probability: Students will determine theoretical probabilities.

MA 5.4.3.a Perform and record results of probability experiments

MA 5.4.3.b Generate a list of possible outcomes for a simple event

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MA 5.4.3.c Explain that the likelihood of an event that can be represented by a number from 0 (impossible) to 1 (certain)

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Nebraska Mathematics Standards – Grade 6

MA 6.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.1.1 Number System: Students will represent and show relationships among positive rational numbers and integers.

MA 6.1.1.a Show equivalence among common fractions and non-repeating decimals and percents

MA 6.1.1.b Compare and order positive and negative integers

MA 6.1.1.c Identify integers less than 0 on a number line

MA 6.1.1.d Represent large numbers using exponential notation (e.g., $1{,}000 = 10^3$)

MA 6.1.1.e Identify the prime factorization of numbers (e.g., $12 = 2 \times 2 \times 3$ or $2^2 \times 3$)

MA 6.1.1.f Classify numbers as natural, whole, or integer

MA 6.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.

MA 6.1.2.a Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions

MA 6.1.2.b Use drawings, words, and symbols to explain the meaning of addition and subtraction of decimals

MA 6.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 6.1.3.a Multiply and divide positive rational numbers

MA 6.1.3.b Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 6.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 6.1.4.a Use appropriate estimation methods to check the reasonableness of solutions for problems involving positive rational numbers

MA 6.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.2.1 Characteristics: Students will compare and contrast properties among two-dimensional shapes and among three-dimensional objects.

MA 6.2.1.a Justify the classification of three dimensional objects

MA 6.2.2 Coordinate Geometry: Students will label points using coordinate geometry.

MA 6.2.2.a Identify the ordered pair of a plotted point in the coordinate plane

MA 6.2.3 Transformations: Students will use and describe results of transformations on geometric shapes.

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MA 6.2.3.a Perform and describe positions and orientation of shapes under single transformations (translation, rotation, reflection) not on a coordinate plane

MA 6.2.4 Spatial Modeling: Students will use visualization of geometric models to solve problems.

MA 6.2.4.a Identify two-dimensional drawings of three-dimensional objects

MA 6.2.5 Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements.

MA 6.2.5.a Estimate and measure length with customary and metric units to the nearest 1/16 inch and mm

MA 6.2.5.b Measure volume/capacity using the metric system

MA 6.2.5.c Convert length, weight (mass), and liquid capacity from one unit to another within the same system

MA 6.2.5.d Determine the perimeter of polygons

MA 6.2.5.e Determine the area of parallelograms and triangles

MA 6.2.5.f Determine the volume of rectangular prisms

MA 6.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.3.1 Relationships: Students will represent, analyze, and use relationships to make generalizations.

MA 6.3.1.a Describe and create simple algebraic expressions (e.g., one operation, one variable) from words and tables

MA 6.3.1.b Use a variable to describe a situation with an equation (e.g., one-step, one variable)

MA 6.3.1.c Identify relationships as increasing, decreasing, or constant

MA 6.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 6.3.2.a Model contextualized problems using various representations (e.g., graphs, tables)

MA 6.3.2.b Represent a variety of quantitative relationships using symbols and words

MA 6.3.3 Procedures: Students will apply properties to solve equations.

MA 6.3.3.a Explain the multiplication property of equality (e.g., if a = b, then ac = bc)

MA 6.3.3.b Evaluate numerical expressions containing multiple operations with respect to order of operations (e.g., 2 + 4 x 5)

MA 6.3.3.c Evaluate simple algebraic expressions involving multiplication and division

MA 6.3.3.d Solve one-step equations involving positive rational numbers

MA 6.3.3.e Identify and explain the properties of equality used in solving one-step equations (e.g., addition, subtraction, division)

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MA 6.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 6.4.1.a Represent data using stem and leaf plots, histograms, and frequency charts

MA 6.4.1.b Compare and interpret data sets and their graphical representations

MA 6.4.1.c Find the mean, median, mode, and range for a set of data

MA 6.4.1.d Compare the mean, median, mode, and range from two sets of data

MA 6.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 6.4.2.a Make predictions based on data and create questions to further investigate the quality of the predictions

MA 6.4.3 Probability: Students will apply basic concepts of probability.

MA 6.4.3.a Describe the theoretical probability of an event using a fraction, percentage, decimal, or ratio

MA 6.4.3.b Compute theoretical probabilities for independent events

MA 6.4.3.c Find experimental probability for independent events

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Nebraska Mathematics Standards – Grade 7

MA 7.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.1.1 Number System: Students will represent and show relationships among rational numbers.

MA 7.1.1.a Show equivalence among fractions, decimals, and percents

MA 7.1.1.b Compare and order rational numbers (e.g., fractions, decimals, percents)

MA 7.1.1.c Represent large numbers using scientific notation

MA 7.1.1.d Classify numbers as natural, whole, integer, or rational

MA 7.1.1 e Find least common multiple and greatest common divisor given two numbers

MA 7.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions, decimals, and integers.

MA 7.1.2.a Use drawings, words, and symbols to explain the meaning of multiplication and division of fractions (e.g., 2/3 x 6 as two-thirds of six, or 6 x 2/3 as 6 groups of two-thirds, or 6 ÷ 2/3 as how many two-thirds there are in six.)

MA 7.1.2.b Use drawings, words, and symbols to explain the meaning of multiplication and division of decimals

MA 7.1.2.c Use drawings, words, and symbols to explain the addition and subtraction of integers

MA 7.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 7.1.3.a Compute accurately with integers

MA 7.1.3.b Select, apply, and explain the method of computation when problem solving using integers and positive rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 7.1.3.c Solve problems involving percent of numbers (e.g., percent of, % increase, % decrease)

MA 7.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 7.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving integers and positive rational numbers

MA 7.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.2.1 Characteristics: Students will describe, compare, and contrast characteristics, properties, and relationships of geometric shapes and objects.

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MA 7.2.1.a Identify and describe similarity of two-dimensional shapes using side and angle measurements

MA 7.2.1.b Name line, line segment, ray, and angle (e.g., $\overleftrightarrow{\mathbf{AB}}$, $\overrightarrow{\mathbf{PR}} < \mathbf{LMN}$)

MA 7.2.2 Coordinate Geometry: Students will specify locations and describe relationships using coordinate geometry.

MA 7.2.2.a Plot the location of an ordered pair in the coordinate plane

MA 7.2.2.b Identify the quadrant of a given point in the coordinate plane

MA 7.2.2.c Find the distance between points along horizontal and vertical lines of a coordinate plane (e.g., what is the distance between (0, 3) and (0, 9))

MA 7.2.3 Transformations: Students will use transformations and symmetry to analyze geometric shapes.

MA 7.2.3.a Identify lines of symmetry for a reflection

MA 7.2.3.b Perform and describe positions and orientation of shapes under a single transformation (e.g., translation, rotation, reflection) on a coordinate plane

MA 7.2.4 Spatial Modeling: Students will use visualization to create geometric models in solving problems.

MA 7.2.4.a Identify the shapes that make up the three-dimensional object

MA 7.2.4.b Create two-dimensional representations of three-dimensional objects to visualize and solve problems (e.g., perspective drawing of surface area)

MA 7.2.4.c Draw angles to given degree

MA 7.2.5 Measurement: Students will select and apply appropriate procedures, tools, and formulas to determine measurements.

MA 7.2.5.a Measure angles to the nearest degree

MA 7.2.5.b Determine the area of trapezoids and circles, and the circumference of circles

MA 7.2.5.c Recognize the inverse relationship between the size of a unit and the number of units used when measuring

MA 7.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.3.1 Relationships: Students will represent and analyze relationships using algebraic symbols.

MA 7.3.1.a Describe and create algebraic expressions from words, tables, and graphs

MA 7.3.1.b Use a variable to describe a situation with an inequality (e.g., one-step, one variable)

MA 7.3.1.c Recognize and generate equivalent forms of simple algebraic expressions

MA 7.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 7.3.2.a Model contextualized problems using various representations (e.g., one-step/variable expressions, one-step/variable equations)

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MA 7.3.2.b Represent a variety of quantitative relationships using algebraic expressions and one-step equations

MA 7.3.3 Procedures: Students will apply properties to solve equations and inequalities.

MA 7.3.3.a Explain additive inverse of addition (e.g., 7 + -7 = 0)

MA 7.3.3.b Use symbolic representation of the distributive property (e.g., 2(x + 3) = 2x + 6)

MA 7.3.3.c Given the value of the variable(s), evaluate algebraic expressions with respect to order of operations

MA 7.3.3.d Solve two-step equations involving integers and positive rational numbers

MA 7.3.3.e Solve one-step inequalities involving positive rational numbers

MA 7.3.3.f Identify and explain the properties used in solving two-step equations (e.g., addition, subtraction, multiplication and division)

MA 7.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.4.1 Display and Analysis: Students will formulate questions that can be addressed with data and then organize, display, and analyze the relevant data to answer their questions.

MA 7.4.1.a Analyze data sets and interpret their graphical representations

MA 7.4.1.b Find and interpret mean, median, mode, and range for sets of data

MA 7.4.1.c Explain the difference between a population and a sample

MA 7.4.1.d List biases that may be created by various data collection processes

MA 7.4.1.e Formulate a question about a characteristic within one population that can be answered by simulation or a survey

MA 7.4.2 Predictions and Inferences: Students will evaluate predictions and make inferences based on data.

MA 7.4.2.a Determine if data collected from a sample can be used to make predictions about a population

MA 7.4.3 Probability: Students will apply and interpret basic concepts of probability.

MA 7.4.3.a Find the probability of independent compound events (e.g., tree diagram, organized list)

MA 7.4.3.b Compare and contrast theoretical and experimental probabilities

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Nebraska Mathematics Standards – Grade 8

MA 8.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.1.1 Number System: Students will represent and show relationships among real numbers.

MA 8.1.1.a Compare and order real numbers

MA 8.1.1.b Demonstrate relative position of real numbers on the number line (e.g., square root of 2 is left of 1.5)

MA 8.1.1.c Represent small numbers using scientific notation

MA 8.1.1.d Classify numbers as natural, whole, integer, rational, irrational, or real

MA 8.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with integers.

MA 8.1.2.a Use drawings, words, and symbols to explain the meaning of addition, subtraction, multiplication, and division of integers.

MA 8.1.2.b Use words and symbols to explain the zero property of multiplication (e.g., if ab = 0 then a or b or both must be zero)

MA 8.1.2.c Use words and symbols to explain why division by zero is undefined

MA 8.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 8.1.3.a Compute accurately with rational numbers

MA 8.1.3.b Evaluate expressions involving absolute value of integers

MA 8.1.3.c Calculate squares of integers, the square roots of perfect squares, and the square roots of whole numbers using technology

MA 8.1.3.d Select, apply, and explain the method of computation when problem solving using rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 8.1.3.e Solve problems involving ratios and proportions (e.g., $\frac{x}{5} = \frac{10}{17}$)

MA 8.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 8.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving rational numbers

MA 8.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.2.1 Characteristics: Students will describe, compare, and contrast characteristics, properties, and relationships of geometric shapes and objects.

MA 8.2.1.a Identify and describe similarity of three-dimensional objects

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MA 8.2.1.b Compare and contrast relationships between similar and congruent objects

MA 8.2.1.c Identify geometric properties of parallel lines cut by a transversal and related angles (e.g., perpendicular and parallel lines with transversals) and angles (e.g., corresponding, alternate interior, alternate exterior)

MA 8.2.1.d Identify pairs of angles (e.g., adjacent, complementary, supplementary, vertical)

MA 8.2.1.e Examine the relationships of the interior angles of a triangle (e.g., the sum of the angles is 180 degrees)

MA 8.2.2 Coordinate Geometry: Students will specify locations and describe relationships using coordinate geometry.

MA 8.2.2.a Use coordinate geometry to represent and examine the properties of rectangles and squares using horizontal and vertical segments

MA 8.2.3 Transformations: Students will perform transformations and use them to analyze the orientation and size of geometric shapes.

MA 8.2.3.a Identify the similarity of dilated shapes

MA 8.2.3.b Perform and describe positions and sizes of shapes under dilations (e.g., scale factor, ratios)

MA 8.2.4 Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.

MA 8.2.4.a Draw geometric objects with specified properties (e.g., parallel sides, number of sides, angle measures, number of faces)

MA 8.2.5 Measurement: Students will select and apply appropriate procedures, tools, and formulas to determine measurements.

MA 8.2.5.a Use strategies to find the perimeter and area of complex shapes

MA 8.2.5.b Determine surface area and volume of three-dimensional objects (e.g., rectangular prisms, cylinders)

MA 8.2.5.c Apply the Pythagorean theorem to find missing lengths in right triangles and to solve problems

MA 8.2.5.d Use scale factors to find missing lengths in similar shapes

MA 8.2.5.e Convert between metric and standard units of measurement, given conversion factors (e.g., meters to yards)

MA 8.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.3.1 Relationships: Students will represent and analyze relationships using algebraic symbols.

MA 8.3.1.a Represent and analyze a variety of patterns with tables, graphs, words, and algebraic equations

MA 8.3.1.b Describe relationships using algebraic expressions, equations, and inequalities (e.g., two-step, one variable)

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MA 8.3.1.c Identify constant slope from tables and graphs

MA 8.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 8.3.2.a Model contextualized problems using various representations (e.g., two-step/one variable equations)

MA 8.3.2.b Represent a variety of quantitative relationships using algebraic expressions and two-step/one variable equations

MA 8.3.3 Procedures: Students will apply properties to solve equations and inequalities.

MA 8.3.3.a Explain the multiplicative inverse (e.g., 4 * ¼= 1)

MA 8.3.3.b Evaluate numerical expressions containing whole number exponents (e.g., if x = 4, then $(x + 3)^2 + 5x = ?$)

MA 8.3.3.c Solve multi-step equations involving rational numbers

MA 8.3.3.d Solve two-step inequalities involving rational numbers

MA 8.3.3.e Identify and explain the properties used in solving two-step inequalities and multi-step equations

MA 8.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.4.1 Display and Analysis: Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.

MA 8.4.1.a Represent data using circle graphs and box plots with and without the use of technology

MA 8.4.1.b Compare characteristics between sets of data or within a given set of data

MA 8.4.1.c Find, interpret, and compare measures of central tendency (mean, median, mode) and the quartiles for sets of data

MA 8.4.1.d Select the most appropriate unit of central tendency for sets of data

MA 8.4.1.e Identify misrepresentation and misinterpretation of data represented in circle graphs and box plots

MA 8.4.2 Predictions and Inferences: Students will evaluate predictions and make inferences based on data.

MA 8.4.2.a Evaluate predictions to formulate new questions and plan new studies

MA 8.4.2.b Compare and contrast two sets of data to make inferences

MA 8.4.3 Probability: Students will apply and interpret basic concepts of probability.

MA 8.4.3.a Identify complementary events and calculate their probabilities

MA 8.4.3.b Compute probabilities for independent compound events

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Nebraska Mathematics Standards – Grade 12

MA 12.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.1.1 Number System: Students will represent and show relationships among real numbers.

MA 12.1.1.a Demonstrate multiple equivalent forms of irrational numbers (e.g., $\sqrt{8} = 8^{1/2} = 2\sqrt{2}$)

MA 12.1.1.b Compare, contrast and apply the properties of numbers and the real number system, including rational, irrational, imaginary, and complex numbers

MA 12.1.2 Operations: Students will demonstrate the meaning and effects of arithmetic operations with real numbers.

MA 12.1.2.a Use drawings, words, and symbols to explain the effects of such operations as multiplication and division, and computing positive powers and roots on the magnitude of quantities (e.g., if you take the square root of a number, will the result always be smaller than the original number? (e.g., $\sqrt{1/4} = 1/2$)

MA 12.1.2.b Use drawings, words, and symbols to explain that the distance between two numbers on the number line is the absolute value of their difference

MA 12.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 12.1.3.a Compute accurately with real numbers

MA 12.1.3.b Simplify exponential expressions (e.g., powers of -1, 0, ½, $3^2 * 3^2 = 3^4$)

MA 12.1.3.c Multiply and divide numbers using scientific notation

MA 12.1.3.d Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology)

MA 12.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 12.1.4.a Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation or an exact number (e.g., 10 π (pi) is approximately 31.4, square and cube roots)

MA 12.1.4.b Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates

MA 12.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.2.1 Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.

MA12.2.1.a Identify and explain the necessity of and give examples of definitions and theorems

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MA 12.2.1.b Analyze properties and relationships among classes of two and three dimensional geometric objects using inductive reasoning and counterexamples

MA 12.2.1 c State and prove geometric theorems using deductive reasoning (e.g., parallel lines with transversals, congruent triangles, similar triangles)

MA 12.2.1.d Apply geometric properties to solve problems (e.g., parallel lines, line transversals, similar triangles, congruent triangles, proportions)

MA 12.2.1.e Identify and apply right triangle relationships (e.g., sine, cosine, tangent, special right triangles, converse of Pythagorean Theorem)

MA 12.2.1.f Recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true

MA12.2.1.g Know the definitions and basic properties of a circle and use them to prove basic theorems and solve problems

MA 12.2.2 Coordinate Geometry: Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.

MA 12.2.2.a Use coordinate geometry to analyze geometric situations (e.g., parallel lines, perpendicular lines, circle equations)

MA 12.2.2.b Apply the midpoint formula

MA 12.2.2.c Apply the distance formula

MA 12.2.2.d Prove special types of triangles and quadrilaterals (e.g., right triangles, isosceles trapezoid, parallelogram, rectangle, square)

MA 12.2.3 Transformations: Students will apply and analyze transformations.

MA 12.2.3.a Explain and justify the effects of simple transformations on the ordered pairs of two-dimensional shapes

MA 12.2.3.b Perform and describe multiple transformations

MA 12.2.4 Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.

MA 12.2.4.a Sketch and draw appropriate representations of geometric objects using ruler, protractor, or technology

MA 12.2.4.b Use geometric models to visualize, describe, and solve problems (e.g., find the height of a tree; find the amount of paint needed for a room; scale model)

MA 12.2.5 Measurement: Students will apply the units, systems, and formulas to solve problems.

MA 12.2.5.a Use strategies to find surface area and volume of complex objects

MA 12.2.5.b Apply appropriate units and scales to solve problems involving measurement

MA 12.2.5.c Convert between various units of area and volume, such as square feet to square yards

MA 12.2.5.d Convert equivalent rates (e.g., feet/second to miles/hour)

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MA 12.2.5.e Find arc length and area of sectors of a circle

MA 12.2.5.f Determine surface area and volume of three-dimensional objects (e.g., spheres, cones, pyramids)

MA12.2.5.g Know that the effect of a scale factor k on length, area and volume is to multiply each by k, k^2 and k^3, respectively

MA 12.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.3.1 Relationships: Students will generalize, represent, and analyze relationships using algebraic symbols.

NON LINEAR FUNCTIONS INCLUDE: QUADRATIC, ABSOLUTE VALUE, SQUARE ROOT, EXPOTENTIAL

MA 12.3.1.a Represent, interpret, and analyze functions with graphs, tables, and algebraic notation and convert among these representations (e.g., linear, non-linear)

MA 12.3.1.b Identify domain and range of functions represented in either symbolic or graphical form (e.g., linear, non-linear)

MA 12.3.1.c Identify the slope and intercepts of a linear relationship from an equation or graph

MA 12.3.1.d Identify characteristics of linear and non-linear functions

MA 12.3.1.e Graph linear and non-linear functions

MA 12.3.1.f Compare and analyze the rate of change by using ordered pairs, tables, graphs, and equations

MA 12.3.1.g Graph and interpret linear inequalities

MA 12.3.1.h Represent, interpret, and analyze functions and their inverses

MA 12.3.1.i Determine if a relation is a function

MA 12.3.2 Modeling in Context: Students will model and analyze quantitative relationships.

CONTEXTUALIZED PROBLEM – A MATHEMATICAL SITUATION PLACED IN A PARTICULAR CONTEXT (E.G., USING WORDS, DIAGRAMS, TABLES, DRAWINGS, ETC.)

MA 12.3.2.a Model contextualized problems using various representations (e.g., graphs, tables, one variable equalities, one variable inequalities, linear equations in slope intercept form, inequalities in slope intercept form, system of linear equations with two variables)

MA 12.3.2.b Represent a variety of quantitative relationships using linear equations and one variable inequalities

MA 12.3.2.c Analyze situations to determine the type of algebraic relationship (e.g., linear, nonlinear)

MA 12.3.2.d Model contextualized problems using various representations for non-linear functions (e.g., quadratic, exponential, square root, and absolute value)

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MA 12.3.3 Procedures: Students will represent and solve equations and inequalities.

MA 12.3.3.a Explain/apply the reflexive, symmetric, and transitive properties of equality

MA 12.3.3.b Simplify algebraic expressions involving exponents (e.g., $(3x^4)^2$)

MA 12.3.3.c Add and subtract polynomials

MA 12.3.3.d Multiply and divide polynomials
(e.g., divide $x^3 – 8$ by $x – 2$, divide $x^4 – 5x^3 – 2x$ by x^2)

MA 12.3.3.e Factor polynomials

MA 12.3.3.f Identify and generate equivalent forms of linear equations

MA 12.3.3.g Solve linear equations and inequalities including absolute value

MA 12.3.3.h Identify and explain the properties used in solving equations and inequalities

MA 12.3.3.i Solve quadratic equations (e.g., factoring, graphing, quadratic formula)

MA 12.3.3.j Add, subtract, and simplify rational expressions

MA 12.3.3.k Multiply, divide, and simplify rational expressions

MA 12.3.3.l Evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables

MA 12.3.3.m Derive and use the formulas for the general term and summation of finite arithmetic and geometric series

MA 12.3.3.n Combine functions by composition, as well as by addition, subtraction, multiplication, and division

MA 12.3.3.o Solve an equation involving several variables for one variable in terms of the others

MA 12.3.3.p Analyze and solve systems of two linear equations in two variables algebraically and graphically

MA 12.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.4.1 Display and Analysis: Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.

MA 12.4.1.a Interpret data represented by the normal distribution and formulate conclusions

MA 12.4.1.b Compute, identify, and interpret measures of central tendency (mean, median, mode) when provided a graph or data set

MA 12.4.1.c Explain how sample size and transformations of data affect measures of central tendency

MA 12.4.1.d Describe the shape and determine spread (variance, standard deviation) and outliers of a data set

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MA 12.4.1.e Explain how statistics are used or misused in the world

MA 12.4.1.f Create scatter plots, analyze patterns, and describe relationships in paired data

MA 12.4.1.g Explain the impact of sampling methods, bias, and the phrasing of questions asked during data collection and the conclusions that can rightfully be made

MA 12.4.1.h Explain the differences between randomized experiment and observational studies

MA 12.4.2 Predictions and Inferences: Students will develop and evaluate inferences to make predictions.

MA 12.4.2.a Compare data sets and evaluate conclusions using graphs and summary statistics

MA 12.4.2.b Support inferences with valid arguments

MA 12.4.2.c Develop linear equations for linear models to predict unobserved outcomes using regression line and correlation coefficient

MA 12.4.2.d Recognize when arguments based on data confuse correlation with causation

MA 12.4.3 Probability: Students will apply and analyze concepts of probability.

MA 12.4.3.a Construct a sample space and a probability distribution

MA 12.4.3.b Identify dependent and independent events and calculate their probabilities

MA 12.4.3.c Use the appropriate counting techniques to determine the probability of an event (e.g., combinations, permutations)

MA 12.4.3.d Analyze events to determine if they are mutually exclusive

MA 12.4.3.e Determine the relative frequency of a specified outcome of an event to estimate the probability of the outcome

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The State Board of Education adopted these Science Standards on October 6, 2010, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides science (inquiry and the nature of science, physical, life, and earth and space sciences) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to inquiry and the nature of science, physical, life, and earth and space sciences.

Grade Level Standards. The science standards have been written for the grade spans of K-2, 3-5, 6-8, and 9-12. The grade level standards represent the critical content for students to know and be able to do by the end of the grade listed at the end of each span.

Curricular Indicators. Following each grade level standard is a set of curricular indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the grade level standards are repeated in whole or in part at different grade levels, the curricular indicators show progression and increased expectations throughout the grades. Although the curricular indicators are not an exhaustive list of what can be done to meet the grade level standards, they are representative of the content for each standard at each grade level.

NEBRASKA SCIENCE STANDARDS – Grades K-2

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

2.1.1 Students will ask questions and conduct investigations that lead to observations and communication of findings.

Scientific Questioning

2.1.1.a Ask questions that relate to a science topic

Scientific Investigations

2.1.1.b Conduct simple investigations

Scientific Tools

2.1.1.c Select and use simple tools appropriately

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Scientific Observations

2.1.1.d Describe objects, organisms, or events using pictures, words, and numbers

Scientific Data Collection

2.1.1.e Collect and record observations

Scientific Communication

2.1.1.f Use drawings and words to describe and share observations with others

Mathematics

2.1.1.g Use appropriate mathematics in all aspects of scientific inquiry

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

2.2.1 Students will observe and describe properties of objects and their behavior.

Properties and Structure of Matter

2.2.1.a Observe physical properties of objects (freezing and melting, sinking and floating, color, size, texture, shape, weight)

2.2.1.b Separate and sort objects by physical attributes

2.2.1.c Measure objects using standard and non-standard units

States of Matter

2.2.1.d Identify solids and liquids and recognize that liquids take the shape of their container

2.2. Force and Motion

2.2.2 Students will compare relative position and motion of objects.

Motion

2.2.2.a State location and/or motion relative to another object or its surroundings (in front of, behind, between, over, under, faster, slower, forward and backward, up and down)

2.2.2.b Describe how objects move in many different ways (straight, zigzag, round and round, back and forth, and fast and slow)

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

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3.1. Structure and Function of Living Systems

2.3.1 Students will investigate the characteristics of living things.

Characteristics of Life

2.3.1.a Differentiate between living and nonliving things

Characteristics of Living Organisms

2.3.1.b Identify the basic needs of living things (food, water, air, space, shelter)

2.3.1.c Identify external parts of plants and animals

2.3.1.d Observe and match plants and animals to their distinct habitats

3.2. Heredity

2.3.2 Students will recognize changes in living things.

Inherited Traits

2.3.2.a Describe how offspring resemble their parents

Reproduction

2.3.2.b Describe how living things change as they grow

3.4. Biodiversity

2.3.4 Students will recognize changes in organisms

Biological Adaptations

2.3.4.a Recognize seasonal changes in animals and plants

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

2.4.1 Students will observe and identify objects of the sky.

Objects in the Sky and Universe

2.4.1.a Identify objects in the sky (the Sun, the Moon, the stars) and when they are observable

Motion of Objects in the Solar System

2.4.1.b Identify objects that appear to move in the sky (the Sun, the Moon, stars)

4.2. Earth Structures and Processes

2.4.2 Students will observe, identify, and describe characteristics of Earth's materials.

Properties of Earth Materials

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2.4.2.a Describe Earth materials (sand, soil, rocks, water)

Use of Earth Materials

2.4.2.b Recognize ways in which individuals and families can conserve Earth's resources by reducing, reusing, and recycling

4.3. Energy in Earth's Systems

2.4.3 Students will observe simple patterns of change on Earth.

Energy Sources

2.4.3.a Observe that the Sun provides heat and light

Weather and Climate

2.4.3.b Observe and describe simple daily changes in weather

2.4.3.c Describe simple seasonal weather indicators and how they impact student choices (activities, clothing)

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NEBRASKA SCIENCE STANDARDS – GRADES 3-5

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

5.1.1 Students will plan and conduct investigations that lead to the development of explanations.

Scientific Questioning

5.1.1.a Ask testable scientific questions

Scientific Investigations

5.1.1.b Plan and conduct investigations and identify factors that have the potential to impact an investigation

Scientific Tools

5.1.1.c Select and use equipment correctly and accurately

Scientific Observations

5.1.1.d Make relevant observations and measurements

Scientific Data Collection

5.1.1.e Collect and organize data

Scientific Interpretations, Reflections, and Applications

5.1.1.f Develop a reasonable explanation based on collected data

Scientific Communication

5.1.1.g Share information, procedures, and results with peers and/or adults

5.1.1.h Provide feedback on scientific investigations

Mathematics

5.1.1.i Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

5.1.2 Students will describe how scientists go about their work.

Scientific Knowledge

5.1.2.a Recognize that scientific explanations are based on evidence and scientific knowledge

Science and Society

5.1.2.b Recognize that new discoveries are always being made which impact scientific knowledge

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Science as a Human Endeavor

5.1.2.c Recognize many different people study science

1.3. Technology

5.1.3 Students will solve a simple design problem.

Abilities to do Technical Design

5.1.3.a Identify a simple problem

5.1.3.b Propose a solution to a simple problem

5.1.3.c Implement the proposed solution

5.1.3.d Evaluate the implementation

5.1.3.e Communicate the problem, design, and solution

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

5.2.1 Students will explore and describe the physical properties of matter and its changes

Properties and Structure of Matter

5.2.1.a Identify mixtures and pure substances

5.2.1.b Identify physical properties of matter (color, odor, elasticity, weight, volume)

5.2.1.c Use appropriate metric measurements to describe physical properties

States of Matter

5.2.1.d Identify state changes caused by heating and cooling solids, liquids, and gases

2.2. Force and Motion

5.2.2 Students will identify the influence of forces on motion.

Motion

5.2.2.a Describe motion by tracing and measuring an object's position over a period of time (speed)

Forces/Newton's 2nd law

5.2.2.b Describe changes in motion due to outside forces (push, pull, gravity)

Universal Forces

5.2.2.c Describe magnetic behavior in terms of attraction and repulsion

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2.3. Energy

5.2.3 Students will observe and identify signs of energy transfer.

Sound/Mechanical Waves

5.2.3.a Recognize that sound is produced from vibrating objects; the sound can be changed by changing the vibration

Light

5.2.3.b Recognize that light travels in a straight line and can be reflected by an object (mirror)

5.2.3.c Recognize that light can travel through certain materials and not others (transparent, translucent, opaque)

Heat

5.2.3.d Identify ways to generate heat (friction, burning, incandescent light bulb)

5.2.3.e Identify materials that act as thermal conductors or insulators

Electricity/Magnetism

5.2.3.f Recognize that the transfer of electricity in an electrical circuit requires a closed loop

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

5.3.1 Students will investigate and compare the characteristics of living things.

Characteristics of Life

5.3.1.a Compare and contrast characteristics of living and nonliving things

Characteristics of Living Organisms

5.3.1.b Identify how parts of plants and animals function to meet basic needs (e.g., leg of an insect helps an insect move, root of a plant helps the plant obtain water)

3.2. Heredity

5.3.2 Students will identify variations of inherited characteristics and life cycles.

Inherited Traits

5.3.2.a Identify inherited characteristics of plants and animals

Reproduction

5.3.2.b Identify the life cycle of an organism

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3.3. Flow of Matter and Energy in Ecosystems

5.3.3 Students will describe relationships within an ecosystem.

Flow of Energy

5.3.3.a Diagram and explain a simple food chain beginning with the Sun

5.3.3.b Identify the role of producers, consumers, and decomposers in an ecosystem

Ecosystems

5.3.3.c Recognize the living and nonliving factors that impact the survival of organisms in an ecosystem

Impact on Ecosystems

5.3.3.d Recognize all organisms cause changes, some beneficial and some detrimental, in the environment where they live

3.4. Biodiversity

5.3.4 Students will describe changes in organisms over time.

Biological Adaptations

5.3.4.a Describe adaptations made by plants or animals to survive environmental changes

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

5.4.1 Students will observe and describe characteristics, patterns, and changes in the sky.

Objects in the Sky and Universe

5.4.1.a Recognize that the observed shape of the Moon changes from day to day during a one month period

Motion of Objects in the Solar System

5.4.1.b Recognize the motion of objects in the sky (the Sun, the Moon, stars) change over time in recognizable patterns

4. 2. Earth Structures and Processes

5.4.2 Students will observe and describe Earth's materials, structure, and processes.

Properties of Earth Materials

5.4.2.a Describe the characteristics of rocks, minerals, soil, water, and the atmosphere

Earth's Processes

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5.4.2.b Identify weathering, erosion, and deposition as processes that build up or break down Earth's surface

Use of Earth Materials

5.4.2.c Identify how Earth materials are used (fuels, building materials, sustaining plant life)

4.3. Energy in Earth's Systems

5.4.3 Students will observe and describe the effects of energy changes on Earth.

Energy Sources

5.4.3.a Describe the Sun's warming effect on the land and water

Weather and Climate

5.4.3.b Observe, measure, and record changes in weather (temperature, wind direction and speed, precipitation)

5.4.3.c Recognize the difference between weather, climate, and seasons

4.4. Earth's History

5.4.4 Students will describe changes in Earth.

Past/Present Earth

5.4.4.a Describe how slow processes (erosion, weathering, deposition) and rapid processes (landslides, volcanic eruptions, earthquakes) change Earth's surface

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NEBRASKA SCIENCE STANDARDS – Grades 6-8

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

8.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.

Scientific Questioning

8.1.1.a Formulate testable questions that lead to predictions and scientific investigations

Scientific Investigations

8.1.1.b Design and conduct logical and sequential investigations including repeated trials

Scientific Controls and Variables

8.1.1.c Determine controls and use dependent (responding) and independent (manipulated) variables

Scientific Tools

8.1.1.d Select and use equipment appropriate to the investigation, demonstrate correct techniques

Scientific Observations

8.1.1.e Make qualitative and quantitative observations

Scientific Data Collection

8.1.1.f Record and represent data appropriately and review for quality, accuracy, and relevancy

Scientific Interpretations, Reflections, and Applications

8.1.1.g Evaluate predictions, draw logical inferences based on observed patterns/relationships, and account for non-relevant information

Scientific Communication

8.1.1.h Share information, procedures, results, and conclusions with appropriate audiences

8.1.1.i Analyze and provide appropriate critique of scientific investigations

Mathematics

8.1.1.j Use appropriate mathematics in all aspects of scientific inquiry

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1.2. Nature of Science

8.1.2 Students will apply the nature of science to their own investigations.

Scientific Knowledge

8.1.2.a Recognize science is an ongoing process and the scientific community accepts and uses explanations until they encounter new experimental evidence not matching existing explanations

Science and Society

8.1.2.b Describe how scientific discoveries influence and change society

Science as a Human Endeavor

8.1.2.c Recognize scientists from various cultures have made many contributions to explain the natural world

1.3. Technology

8.1.3 Students will solve a design problem which involves one or two science concepts.

Abilities to do Technical Design

8.1.3.a Identify problems for technical design

8.1.3.b Design a solution or product

8.1.3.c Implement the proposed design

8.1.3.d Evaluate completed technological designs or products

8.1.3.e Communicate the process of technical design

Understanding of Technical Design

8.1.3.f Distinguish between scientific inquiry (asking questions about the natural world) and technological design (using science to solve practical problems)

8.1.3.g Describe how science and technology are reciprocal

8.1.3.h Recognize that solutions have intended and unintended consequences

8.1.3.i Compare and contrast the reporting of scientific knowledge and the reporting of technological knowledge

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

8.2.1 Students will identify and describe the particulate nature of matter including physical and chemical interactions.

Properties and Structure of Matter

8.2.1.a Compare and contrast elements, compounds, and mixtures

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8.2.1.b Describe physical and chemical properties of matter

States of Matter

8.2.1.c Recognize most substances can exist as a solid, liquid, or gas depending on temperature

8.2.1.d Compare and contrast solids, liquids, and gases based on properties of these states of matter

Physical and Chemical Changes

8.2.1.e Distinguish between physical and chemical changes (phase changes, dissolving, burning, rusting)

8.2.1.f Recognize conservation of matter in physical and chemical changes

Classification of Matter

8.2.1.g Classify substances into similar groups based on physical properties

2.2. Force and Motion

8.2.2 Students will investigate and describe forces and motion.

Motion

8.2.2.a Describe motion of an object by its position and velocity

Inertia/Newton's 1st law

8.2.2.b Recognize an object that is not being subjected to a force will continue to move at a constant speed in a straight line or stay at rest (Newton's 1st law)

Forces/Newton's 2nd law

8.2.2.c Compare the motion of objects related to the effects of balanced and unbalanced forces

Universal Forces

8.2.2.d Recognize that everything on or around Earth is pulled towards Earth's center by gravitational force

2.3. Energy

8.2.3 Students will identify and describe how energy systems and matter interact.

Sound/Mechanical Waves

8.2.3.a Recognize that vibrations set up wave-like disturbances that spread away from the source (sound, seismic, water waves)

8.2.3.b Identify that waves move at different speeds in different materials

Light

8.2.3.c Recognize that light interacts with matter by transmission (including refraction), absorption, or scattering (including reflection)

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8.2.3.d Recognize that to see an object, light from the surface of the object must enter the eye; the color seen depends on the properties of the surface and the color of the available light sources

Heat

8.2.3.e Recognize that heat moves from warmer objects to cooler objects until both reach the same temperature

Conservation

8.2.3.f Describe transfer of energy from electrical and magnetic sources to different energy forms (heat, light, sound, chemical)

8.2.3.g Recognize all energy is neither created nor destroyed

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

8.3.1 Students will investigate and describe the structure and function of living organisms.

Characteristics of Life

8.3.1.a Recognize the levels of organization in living organisms (cells, tissues, organs, organ systems, organisms)

Cellular Composition of Organisms

8.3.1.b Recognize that all organisms are composed of one or many cells; that these cells must grow, divide, and use energy; and that all cells function similarly

8.3.1.c Recognize specialized cells perform specialized functions in multicellular organisms

8.3.1.d Identify the organs and functions of the major systems of the human body and describe ways that these systems interact with each other

Behavior

8.3.1.e Describe how plants and animals respond to environmental stimuli

3.2. Heredity

8.3.2 Students will investigate and describe the relationship between reproduction and heredity.

Inherited Traits

8.3.2.a Recognize that hereditary information is contained in genes within the chromosomes of each cell

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Reproduction

8.3.2.b Compare and contrast sexual and asexual reproduction

3.3. Flow of Matter and Energy in Ecosystems

8.3.3 Students will describe populations and ecosystems.

Flow of Energy

8.3.3.a Diagram and explain the flow of energy through a simple food web

8.3.3.b Compare the roles of producers, consumers, and decomposers in an ecosystem

Ecosystems

8.3.3.c Recognize that producers transform sunlight into chemical energy through photosynthesis

8.3.3.d Determine the biotic and abiotic factors that impact the number of organisms an ecosystem can support

8.3.3.e Recognize a population is all the individuals of a species at a given place and time

8.3.3.f Identify symbiotic relationships among organisms

Impact on Ecosystems

8.3.3.g Identify positive and negative effects of natural and human activity on an ecosystem

3.4. Biodiversity

8.3.4 Students will identify characteristics of organisms that help them survive.

Biological Adaptations

8.3.4.a Describe how an inherited characteristic enables an organism to improve its survival rate

Biological Evolution

8.3.4.b Recognize the extinction of a species is caused by the inability to adapt to an environmental change

8.3.4.c Use anatomical features of an organism to infer similarities among other organisms

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

8.4.1 Students will investigate and describe Earth and the solar system.

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Objects in the Sky and Universe

8.4.1.a Describe the components of the solar system (the Sun, planets, moons, asteroids, comets)

Motion of Objects in the Solar System

8.4.1.b Describe the relationship between motion of objects in the solar system and the phenomena of day, year, eclipses, phases of the Moon and seasons

Gravitational Effects

8.4.1.c Describe the effects of gravity on Earth (tides) and the effect of gravity on objects in the solar system

4.2. Earth Structures and Processes

8.4.2 Students will investigate and describe Earth's structure, systems, and processes.

Properties of Earth Materials

8.4.2.a Describe the layers of Earth (core, mantle, crust, atmosphere)

8.4.2.b Describe the physical composition of soil

8.4.2.c Describe the mixture of gases in Earth's atmosphere and how the atmosphere's properties change at different elevations

8.4.2.d Describe evidence of Earth's magnetic field

Earth's Processes

8.4.2.e Compare and contrast constructive and destructive forces (deposition, erosion, weathering, plate motion causing uplift, volcanoes, earthquakes) that impact Earth's surface

8.4.2.f Describe the rock cycle

8.4.2.g Describe the water cycle (evaporation, condensation, precipitation)

Use of Earth Materials

8.4.2.h Classify Earth materials as renewable or nonrenewable

4.3. Energy in Earth's Systems

8.4.3 Students will investigate and describe energy in Earth's systems.

Energy Sources

8.4.3.a Describe how energy from the Sun influences the atmosphere and provides energy for plant growth

Weather and Climate

8.4.3.b Identify factors that influence daily and seasonal changes on Earth (tilt of the Earth, humidity, air pressure, air masses)

8.4.3.c Describe atmospheric movements that influence weather and climate (air masses, jet stream)

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4.4. Earth's History

8.4.4 Students will use evidence to draw conclusions about changes in Earth.

Past/Present Earth

8.4.4.a Recognize that Earth processes we see today are similar to those that occurred in the past (uniformity of processes)

8.4.4.b Describe how environmental conditions have changed through use of the fossil record

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NEBRASKA SCIENCE STANDARDS – Grades 9-12

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

12.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.

Scientific Questioning

12.1.1.a Formulate a testable hypothesis supported by prior knowledge to guide an investigation

Scientific Investigations

12.1.1.b Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations

Scientific Controls and Variables

12.1.1.c Identify and manage variables and constraints

Scientific Tools

12.1.1.d Select and use lab equipment and technology appropriately and accurately

Scientific Observations

12.1.1.e Use tools and technology to make detailed qualitative and quantitative observations

Scientific Data Collection

12.1.1.f Represent and review collected data in a systematic, accurate, and objective manner

Scientific Interpretations, Reflections, and Applications

12.1.1.g Analyze and interpret data, synthesize ideas, formulate and evaluate models, and clarify concepts and explanations

12.1.1.h Use results to verify or refute a hypothesis

12.1.1.i Propose and/or evaluate possible revisions and alternate explanations

Scientific Communication

12.1.1.j Share information, procedures, results, conclusions, and defend findings to a scientific community (peers, science fair audience, policy makers)

12.1.1.k Evaluate scientific investigations and offer revisions and new ideas as appropriate

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Mathematics

12.1.1.l Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

12.1.2 Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.

Scientific Knowledge

12.1.2.a Recognize that scientific explanations must be open to questions, possible modifications, and must be based upon historical and current scientific knowledge

Science and Society

12.1.2.b Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence and change society

Science as a Human Endeavor

12.1.2.c Recognize that the work of science results in incremental advances, almost always building on prior knowledge, in our understanding of the world

12.1.2.d Research and describe the difficulties experienced by scientific innovators who had to overcome commonly held beliefs of their times to reach conclusions that we now take for granted

1.3. Technology

12.1.3 Students will solve a complex design problem.

Abilities to do Technical Design

12.1.3.a Propose designs and choose between alternative solutions of a problem

12.1.3.b Assess the limits of a technical design

12.1.3.c Implement the selected solution

12.1.3.d Evaluate the solution and its consequences

12.1.3.e Communicate the problem, process, and solution

Understanding of Technical Design

12.1.3.f Compare and contrast the reasons for the pursuit of science and the pursuit of technology

12.1.3.g Explain how science advances with the introduction of new technology

12.1.3.h Recognize creativity, imagination, and a good knowledge base are all needed to advance the work of science and engineering

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

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2.1. Matter

12.2.1 Students will investigate and describe matter in terms of its structure, composition and conservation.

Properties and Structure of Matter

12.2.1.a Recognize bonding occurs when outer electrons are transferred (ionic) or shared (covalent)

States of Matter

12.2.1.b Describe the energy transfer associated with phase changes between solids, liquids, and gases

12.2.1.c Describe the three normal states of matter (solid, liquid, gas) in terms of energy, particle arrangement, particle motion, and strength of bond between molecules

Physical and Chemical Changes

12.2.1.d Recognize a large number of chemical reactions involve the transfer of either electrons (oxidation/reduction) or hydrogen ions (acid/base) between reacting ions, molecules, or atoms

12.2.1.e Identify factors affecting rates of chemical reactions (temperature, particle size, surface area)

Atomic Structure

12.2.1.f Recognize the charges and relative locations of subatomic particles (neutrons, protons, electrons)

12.2.1.g Describe properties of atoms, ions, and isotopes

Classification of Matter

12.2.1.h Describe the organization of the periodic table of elements with respect to patterns of physical and chemical properties

2.2. Force and Motion

12.2.2 Students will investigate and describe the nature of field forces and their interactions with matter.

Motion

12.2.2.a Describe motion with respect to displacement and acceleration

Inertia/Newton's 1st law

12.2.2.b Describe how the law of inertia (Newton's 1st law) is evident in a real-world event

Forces/Newton's 2nd law

12.2.2.c Make predictions based on relationships among net force, mass, and acceleration (Newton's 2nd law)

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Newton's 3rd law

12.2.2.d Recognize that all forces occur in equal and opposite pairs (Newton's 3rd law)

12.2.2.e Describe how Newton's 3rd law of motion is evident in a real-world event

Universal Forces

12.2.2.f Describe gravity as a force that each mass exerts on another mass, which is proportional to the masses and the distance between them

12.2.2.g Recognize that an attractive or repulsive electric force exists between two charged particles and that this force is proportional to the magnitude of the charges and the distance between them

2.3. Energy

12.2.3 Students will describe and investigate energy systems relating to the conservation and interaction of energy and matter.

Sound/Mechanical Waves

12.2.3.a Describe mechanical wave properties (speed, wavelength, frequency, amplitude) and how waves travel through a medium

12.2.3.b Recognize that the energy in waves can be changed into other forms of energy

Light

12.2.3.c Recognize that light can behave as a wave (diffraction and interference)

Heat

12.2.3.d Distinguish between temperature (a measure of the average kinetic energy of atomic or molecular motion) and heat (the quantity of thermal energy that transfers due to a change in temperature)

12.2.3.e Compare and contrast methods of heat transfer and the interaction of heat with matter via conduction, convection, and radiation

Electricity/Magnetism

12.2.3.f Recognize that the production of electromagnetic waves is a result of changes in the motion of charges or by a changing magnetic field

12.2.3.g Compare and contrast segments of the electromagnetic spectrum (radio, micro, infrared, visible, ultraviolet, x-rays, gamma) based on frequency and wavelength

Nuclear

12.2.3.h Recognize that nuclear reactions (fission, fusion, radioactive decay) convert a fraction of the mass of interacting particles into energy, and this amount of energy is much greater than the energy in chemical interactions

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Conservation

12.2.3.i Interpret the law of conservation of energy to make predictions for the outcome of an event

Mechanical Energy

12.2.3.j Identify that all energy can be considered to be either kinetic, potential, or energy contained by a field (e.g. electromagnetic waves)

Chemical Energy

12.2.3.k Identify endothermic and exothermic reactions

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

12.3.1 Students will investigate and describe the chemical basis of the growth, development, and maintenance of cells.

Characteristics of Life

12.3.1.a Identify the complex molecules (carbohydrates, lipids, proteins, nucleic acids) that make up living organisms

Cellular Composition of Organisms

12.3.1.b Identify the form and function of sub-cellular structures that regulate cellular activities

12.3.1.c Describe the cellular functions of photosynthesis, respiration, cell division, protein synthesis, transport of materials, and energy capture/release

Behavior

12.3.1.d Describe how an organism senses changes in its internal or external environment and responds to ensure survival

3.2. Heredity

12.3.2 Students will describe the molecular basis of reproduction and heredity.

Inherited Traits

12.3.2.a Identify that information passed from parents to offspring is coded in DNA molecules

12.3.2.b Describe the basic structure of DNA and its function in genetic inheritance

12.3.2.c Recognize how mutations could help, harm, or have no effect on individual organisms

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Reproduction

12.3.2.d Describe that sexual reproduction results in a largely predictable, variety of possible gene combinations in the offspring of any two parents

3.3. Flow of Matter and Energy in Ecosystems

12.3.3 Students will describe, on a molecular level, the cycling of matter and the flow of energy between organisms and their environment.

Flow of Energy

12.3.3.a Explain how the stability of an ecosystem is increased by biological diversity

Ecosystems

12.3.3.b Recognize that atoms and molecules cycle among living and nonliving components of the biosphere

12.3.3.c Explain how distribution and abundance of different organisms in ecosystems are limited by the availability of matter and energy and the ability of the ecosystem to recycle materials

Impact on Ecosystems

12.3.3.d Analyze factors which may influence environmental quality

3.4. Biodiversity

12.3.4 Students will describe the theory of biological evolution.

Biological Adaptations

12.3.4.a Identify different types of adaptations necessary for survival (morphological, physiological, behavioral)

Biological Evolution

12.3.4.b Recognize that the concept of biological evolution is a theory which explains the consequence of the interactions of: (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring

12.3.4.c Explain how natural selection provides a scientific explanation of the fossil record and the molecular similarities among the diverse species of living organisms

12.3.4.d Apply the theory of biological evolution to explain diversity of life over time

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SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

12.4.1 Students will investigate and describe the known universe.

Objects in the Sky and Universe

12.4.1.a Describe the formation of the universe using the Big Bang Theory

12.4.1.b Recognize that stars, like the Sun, transform matter into energy by nuclear reactions which leads to the formation of other elements

12.4.1.c Describe stellar evolution

4.2. Earth Structures and Processes

12.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.

Properties of Earth Materials

12.4.2.a Recognize how Earth materials move through geochemical cycles (carbon, nitrogen, oxygen) resulting in chemical and physical changes in matter

Earth's Processes

12.4.2.b Describe how heat convection in the mantle propels the plates comprising Earth's surface across the face of the globe (plate tectonics)

Use of Earth Materials

12.4.2.c Evaluate the impact of human activity and natural causes on Earth's resources (groundwater, rivers, land, fossil fuels)

4.3. Energy in Earth's Systems

12.4.3 Students will investigate and describe the relationships among the sources of energy and their effects on Earth's systems.

Energy Sources

12.4.3.a Describe how radiation, conduction, and convection transfer heat in Earth's systems

12.4.3.b Identify internal and external sources of heat energy in Earth's systems

12.4.3.c Compare and contrast benefits of renewable and nonrenewable energy sources

Weather and Climate

12.4.3.d Describe natural influences (Earth's rotation, mountain ranges, oceans, differential heating) on global climate

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4.4. Earth's History

12.4.4 Students will explain the history and evolution of Earth.

Past/Present Earth

12.4.4.a Recognize that in any sequence of sediments or rocks that has not been overturned, the youngest sediments or rocks are at the top of the sequence and the oldest are at the bottom (law of superposition)

12.4.4.b Interpret Earth's history by observing rock sequences, using fossils to correlate the sequences at various locations, and using data from radioactive dating methods

12.4.4.c Compare and contrast the physical and biological differences of the early Earth with the planet we live on today

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GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides social studies/history model academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 of the Revised Statutes of Nebraska (R.R.S.)), and the requirements of this Chapter.

Example Indicators. Following each standard is a set of example indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the standards are repeated in whole or in part at different grade levels, the example indicators show progression and increased expectations throughout the grades. Although the example indicators are not an exhaustive list of what can be done to meet the standards, they are representative of the content for each standard at each grade level.

K-12 Social Studies. Social studies promotes civic competence through the integrated study of the social sciences and humanities. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.
Nebraska schools teach social studies/history in kindergarten through grade 12. Social studies blends history, geography, civics, economics, and government in one class, perhaps called "social studies," or into a social studies department with discipline-based classes, which might be called "United States History" or "World Geography." A social studies/history education encourages students to develop a core of business knowledge and a way of thinking drawn from man4710y academic disciplines. Students are encouraged to analyze this core of knowledge and to become participating and informed citizens.

Core Content Areas. A traditional curriculum concentrates on the following social core content subjects: history, geography, civics, economics, and government.

History - focuses on the great record of human experience, revealing how individuals and societies resolved their problems and disclosing the consequences of their choices. By studying the choices and decisions of the past, students can confront today's problems and choices with a deeper awareness of their alternatives and the likely consequences. This content area typically appears in courses and units focusing on Nebraska history, United States history, world history, and social studies.

Geography - helps students answer questions about the world around them, about where things are and how they got there. These answers can be discovered by using skills, such as asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions. This content area typically appears in courses and units dealing with geography, world geography, and social studies.

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Civics, Economics, and Government - gives students a basic understanding of civic life, politics, and government. It helps students understand the workings of their political system and that of others as well as the relationship of American politics and government to world affairs. The goals of civics and government is to develop informed, competent, and responsible citizens who are active politically and committed to the fundamental values and principles of American constitutional democracy. Economics provides students with an understanding of how individuals, communities, states, and nations allocate their scarce resources. A clear understanding of economics enables students to comprehend the economic forces that affect them every day and helps them to identify and evaluate the consequences of personal decisions and public policies. Students will understand how a democratic market economy functions, which better prepares them to be producers, consumers, and citizens. This content area typically appears in courses and units dealing with civics, political science, American government, law, economics, and social studies.

Goals of Social Studies. Nebraska schools must provide a strong course offering in these core content areas. Students need a solid basis in history, geography, civics, economics, and government to live and work in their communities today and beyond. The key goal of social studies needs is "promoting civic competence." The core content areas are:

- Builds an understanding of human history.
- Builds an understanding of a citizen's role.
- Develops a sense of the social studies disciplines and the connections across them.

Suggested Course Outline for Social Studies Grades 9-12

United States History.

- Colonization and Settlement.
- Revolution and the New Nation.
- Expansion and Reform.
- Civil War and Reconstruction.
- The Settlement and Development of Nebraska.
- The Emergence of Modern America.
- The Great Depression and World War II.
- Postwar United States.
- Contemporary United States.

World History.

- The Beginnings of Human Society.
- Expanding Regions of Exchange and Encounter (300-1000).
- The Emergence of the First Global Age (1450-1770).
- An Age of Revolutions (1750-1914).

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- A Half-Century of Crisis and Achievement (1900-1945).
- The 20th Century Since 1945.

Geography.

- The world in spatial terms.
- Places and regions.
- Physical systems.
- Human systems.
- Environment and society.
- The uses of geography.

Civics, Economics, and Government.

- Civic life, politics and government.
- Foundations of the American political system.
- The basic principles, structure, and operation of the American economy.
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- The relationship of the United States to other nations and to world affairs.
- The roles of the citizen in American democracy.

Other Areas. In addition to the traditional social studies curriculum, many Nebraska school districts offer students a complete complement of supporting social studies subject areas. These subject areas might include archaeology, anthropology, psychology, sociology, philosophy, and religion.

FIRST GRADE

Social Studies - United States History, Geography, Civics/Government, Economics

1.1 Students will demonstrate an understanding that history relates to events and people of other times and places.

Example indicators:

Use calendars and timelines to show sequence and change.

Identify past events and people in legends, historical fiction, and biographies, e.g., Johnny Appleseed, Betsy Ross, etc.

Describing the people and events honored in commemorative holidays.

Compare school and community life in America in different places and times.

Recognize that people, places, and things change over time.

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~~1.2 Students will compare and contrast the past and present contributions of cultures to school and family.~~

~~Example indicators:~~

~~Explain the past and the present through pictures, oral history, letters, or journals.~~

~~Students will identify ways that people grow and change over time.~~

~~1.3 Students will compare the relative location of people, places, and things.~~

~~Example indicators:~~

~~Use objects to show position, e.g., near/far, up/down, left/right, behind/in front.~~

~~Identify map symbols, e.g., legend references to land, water, roads, and cities.~~

~~Name community symbols, e.g. traffic signs, traffic lights, and street and highway markers.~~

~~Locate land and water on simple maps, globes, or other models using cardinal directions and map symbols.~~

~~Recognize the physical shape of our state and nation.~~

~~1.4 Students will recognize that climate, location, and physical surroundings affect the lives of people.~~

~~Example indicators:~~

~~Discuss how the environment influences their food, clothing, shelter, transportation, and recreation.~~

~~Recognize that Nebraska's seasons vary from other places in the United States and the world.~~

~~1.5 Students will identify uses of technology, such as transportation and communication.~~

~~Example indicators:~~

~~Identify what inventions are.~~

~~Describe a helpful invention.~~

~~Explain why they are important.~~

~~1.6 Students will identify basic economic concepts.~~

~~Example indicators:~~

~~Recognize the difference between basic needs and wants, e.g., food, clothing, shelter, and affection.~~

~~Explain differences between buyers and sellers/good and services.~~

~~1.7 Students will explain how families and individuals earn, spend, and save.~~

~~Example indicators:~~

~~Match simple descriptions of work that people do with the names of those jobs.~~

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Recognize the importance of work.

Demonstrate the exchange of money for goods and services.

Identify ways to save money.

1.8 Students will recognize good citizenship and its importance.

Example indicators:

Explain why it is important to show respect for self, family, and others, e.g., taking care of his/her own things and respecting what belongs to others.

Identify examples of honesty, courage, patriotism, and other admirable character traits seen in American history.

Identify how choices and actions affect themselves and others, e.g., making class rules, participating in classroom chores.

Identify community groups of which students are members, e.g., family, school, church, girl/boy scouts, and classroom.

Participate in classroom elections.

Name the President or other elected leaders.

1.9 Students will identify patriotic symbols and actions.

Example indicator:

Name those associated with the United States, e.g., the flag, the Pledge of Allegiance, etc.

FOURTH GRADE

Social Studies – United States History, Nebraska History, Geography, Civics/Government, Economics

4.1 Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Example indicators:

Identify and describe cultural holidays and events in their communities, Nebraska, and United States.

Identify changes in daily life past and present, e.g., roles, jobs, communication, technology, schools, and cultural traditions.

4.2 Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Example indicators:

Identify regional characteristics, e.g., Navaho, Amish, and Polynesian.

Identify important men and women from different cultural and ethnic groups.

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~~Identify famous inventors.~~

~~Identify contributions of special groups, e.g., labor unions, buffalo soldiers, and farmers' co-op.~~

~~4.3 Students will describe social and economic development of Nebraska in the 20th century.~~

~~Example indicators:~~

~~Identifying the accomplishments of 20th century Nebraskans.~~

~~Explain the impact of advance in transportation, communication, immigration, and economic development.~~

~~4.4 Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.~~

~~Example indicators:~~

~~Explain how Native Americans used the resources for daily living.~~

~~Identify different types of shelters used by Native Americans.~~

~~Describe the daily life of a Native American.~~

~~4.5 Students will describe Nebraska's history, including geographic factors, from European contact to statehood.~~

~~Example indicators:~~

~~Explain how historic and geographic factors affected the expansion and development of Nebraska.~~

~~Locate on a map, forts, missions, settlements, trails, cities, transportation routes, and migration patterns.~~

~~Describe the exploration of the Great Plains.~~

~~Describe the impact of westward expansion on tribal nations.~~

~~Describe Spanish, French, and English settlements.~~

~~4.6 Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.~~

~~Example indicators:~~

~~Identify and describe the past and present contributions of Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.~~

~~Identify members of Nebraska's Hall of Fame.~~

~~Identify accomplishments of prominent Nebraskans, e.g., Black Elk, Malcom X, and Evelyn Sharp.~~

~~Identify groups that have impacted Nebraska's history, e.g., buffalo soldiers, cowboys, and sodbusters and immigrant settlers.~~

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~~Identify symbols associated with Nebraska, e.g., the flag, tree, and bird.~~

~~4.7 Student will use higher level thinking processes to evaluate and analyze primary sources and other resources.~~

~~Example indicators:~~

~~Identify, analyze, and make generalizations using primary sources, e.g., artifacts, diaries, letters, photographs, art, and newspapers.~~

~~Compare documentary sources on historical figures, events, with fictionalized characters and events to distinguish fact from fiction.~~

~~4.8 Students will describe characteristics of a market economic system and the interactions of consumers and producers.~~

~~Example indicators:~~

~~Describe the concepts of scarcity, choice, and the use of limited natural, capital, and human resources in an economic system.~~

~~Explain the specialization and interdependence of producers and consumers involved in producing goods and services.~~

~~Demonstrate how markets and prices help consumers buy and producers supply products and services in an economic system.~~

~~Identify how changing modes of transportation and communication by entrepreneurs have changed the economic system of the United States and Nebraska.~~

~~Explain the purpose of taxes and their use and collection in an economic system.~~

~~4.9 Student will demonstrate an understanding of money and the financial system used in the United States.~~

~~Example indicators:~~

~~Identify the concepts of earning, saving, spending, and checking accounts and credit used by financial institutions and consumers.~~

~~Describe the functions of money in an economic system.~~

~~4.10 Students will identify and use essential map elements.~~

~~Example indicators:~~

~~Distinguish between longitude and latitude.~~

~~Use the equator and prime meridian to identify the hemisphere.~~

~~Use the grid system to find locations.~~

~~Use cardinal directions.~~

~~Understand map keys, e.g., scale, symbols, compass rose.~~

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~~4.11 Students will use maps and globes to acquire information about people, places, and environments.~~

~~Example indicators:~~

~~Locate and identify on maps and globes his/her local city or county, Nebraska, the United States, the seven continents, and four oceans.~~

~~Sketch maps to illustrate places described in a narrative or a description, e.g., neighborhoods, rooms, routes, regions, states, countries, continents.~~

~~Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, industries, and the general patterns of economic growth in Nebraska.~~

~~Illustrate how Nebraska communities differ in physical features, e.g., land use, population density, architecture, services, and transportation.~~

~~Construct physical maps and three-dimensional models that include the essential map elements, political areas, and the geographic regions of Nebraska and the United States, e.g., Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Costal Range.~~

~~Explain the directional flow of rivers.~~

~~4.12 Students will identify the geographic and human characteristics of the regions of the United States and Nebraska.~~

~~Examples indicators:~~

~~Name the major geographic regions of the United States.~~

~~Identify the states within each region.~~

~~Identify capital cities and major cities.~~

~~Identify mountains, lakes, and rivers in each region.~~

~~Name the countries and bodies of water, which border the United States.~~

~~Identify geographic and historic features unique to each region.~~

~~4.13 Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.~~

~~Example indicators:~~

~~Describe the constitutional rights and responsibilities of being a citizen.~~

~~Explain the role of citizenship in the promotion of laws.~~

~~Describe the election process.~~

~~Identify the consequences of violating the law.~~

~~Identify local, county, and state representatives.~~

~~Explain the process of contacting a representative.~~

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4.14 Students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures.

Example indicators:

Describe the difference between bicameral and unicameral legislatures.

Identify the contribution of George Norris.

4.15 Students will identify and describe the responsibilities of the elected mayor, governor, and president on the local, state, and federal level.

Example indicator:

Name of your mayor, governor, and the President of the United States and list several responsibilities of each.

EIGHTH GRADE

Social Studies - United States History, World History, Nebraska History, Geography, Civics/Government, Economics

8.1 United States History

8.1.1 Students will analyze major cultures in the Americas before the 17th century.

Example indicators:

Describe the regional culture groups of early Native Americans in North America, e.g., the Northern, Northwestern, Plains, Mound Builders, Eastern Woodlands, and Southwestern Native Americans, etc.

Describe selected civilizations in Central and South Americas, e.g., the Mayan, Olmecs, Aztec, Incas, Chibchas, and Toltecs.

Explain how geography and climate influenced the way Early American cultural groups lived.

8.1.2 Students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.

Example indicators:

Explain the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England.

Identify the political, economic, and social impact of the encounter between European and early cultures in the Americas.

Identify the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of the Americas.

Identify explorers, e.g., Columbus, Leif Ericsson, Amerigo Vespucci, Champlain, and Hudson.

Describe Spanish, French, and English settlements.

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8.1.3 Students will describe key people, events, and ideas from colonial America.

Example indicators:

Explain the factors that led to the founding of the colonies, e.g., the escape from religious persecution, economic opportunity, release from prison, and military adventure.

Describe geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South.

Describe life in the colonies in the 18th century from the perspectives of Native Americans, large landowners, farmers, artisans, women, and slaves.

Explain the principal economic and political connections between the colonies and England.

Describe sources of dissatisfaction that led to the American Revolution.

Identify key individuals and events in the American Revolution, e.g., King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine.

Explain major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.

8.1.4 Students will analyze challenges faced by the new United States government.

Example indicators:

Explain the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.

Describe major issues facing Congress and the first four presidents.

Explain conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.

8.1.5 Students will describe growth and change in the United States from 1801 to 1861.

Example indicators:

Describe territorial exploration, expansion, and settlement, e.g., Lewis and Clark, Louisiana Purchase, and acquisition of southern and western territories.

Describe how the physical geography and various incentives influenced the movement of people, goods, and services.

Describe the political relationships between the Americas and Europe, which led to the Monroe Doctrine.

Describe the impact of inventions, e.g., the cotton gin, McCormick reaper, etc.

8.1.6 Students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.

DRAFT

Example indicators:

Describe economic and philosophical differences between the North and South, as exemplified by men such as Daniel Webster and John C. Calhoun.

Identify key events leading to secession and war.

Identify key people during this period, e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, John Brown, and Clara Barton, etc.

Identify key events during the Civil War, e.g., major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox.

Describe life on the battlefield and on the homefront from multiple perspectives.

Explain the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United State Constitution.

Describe the impact of Reconstruction policies on the South.

8.1.7 Students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Example indicators:

Describe federal policies of expansion and how they affected various culture groups and individuals, e.g., Native Americans, Asian Americans, etc.

Explain why people immigrated to the United States describing their obstacles and contributions.

Describe the growth of American cities and the impact on societies.

Describe the United States' participation in key world events, e.g., the Spanish-American War, World War I, etc.

8.1.8 Students will describe key, social, economic and cultural developments from WWI through the Great Depression.

Example indicators:

Describe the arts in the United States, e.g., the Harlem Renaissance, the works of F. Scott Fitzgerald, Louis Armstrong, etc.

Describe the social changes, e.g., women's suffrage, prohibition, etc.

Describe the economic factors that led to the Great Depression.

Describe the extent and depth of business and farm failures, unemployment, and poverty.

Describe the New Deal and the Depression and the future role of government in the economy.

Identify key people of the period, e.g., Eleanor and Franklin Roosevelt, Charles Lindbergh, etc.

8.1.9 Students will describe key people, events, and ideas since World War II.

DRAFT

~~Example indicators:~~

~~Explain segregation, desegregation, and the Civil Rights Movement.~~

~~Describe the changing role of women in America.~~

~~Describe the technology revolution and its impact on communication, transportation, and new industries.~~

~~Describe the consumer economy and increasing global markets.~~

~~Describe the increases in violent crime and illegal drugs.~~

~~Explain the effects of increased immigration.~~

~~Describe political leaders of the period, trends in national elections, and differences between the two major political parties.~~

~~8.2 World History to 1000 A.D.~~

~~8.2.1 Students will describe human culture in the Paleolithic and Neolithic Eras.~~

~~Example indicators:~~

~~Describe how archeological discoveries change our knowledge of early peoples.~~

~~Compare the characteristics of Paleolithic and Neolithic societies and the adaptation to physical geography of various areas had on those groups.~~

~~Describe how tool making, use of fire, agricultural revolution, and other technological and social advancements improved life for early people.~~

~~8.2.2 Students will describe the ancient river valley civilizations (Mesopotamia, Egypt, India and China), on the development of world cultures.~~

~~Example indicators:~~

~~Describe the geography and history of each civilization.~~

~~Describe the location in time and place.~~

~~Identify social, political, and economic institutions.~~

~~Describe religious traditions and written languages.~~

~~Identify significant contributions and legacies.~~

~~8.2.3 Students will describe the impact of history, culture, and geography of Greece and Rome on later civilizations.~~

~~Example indicators:~~

~~Describe the influence of physical geography, climate, and soils on the Greek economic, social, and political development and the impact on the commerce of the Mediterranean regions.~~

~~Describe the development of Greek democracy.~~

~~Identify and describe the contributions of Greek culture, e.g., mythology and philosophy.~~

DRAFT

~~Describe important Greek military campaigns, e.g., the Persian Wars and conquests by the Macedonians.~~

~~Describe the influence of geography on Roman economic, social, and political development.~~

~~Relate Roman mythology and religion.~~

~~Describe the development of the Roman government.~~

~~Describe important Roman military campaigns, e.g., military domination of the Mediterranean and Western Europe.~~

~~Describe the fall of the Republic and the rise of imperial monarchs.~~

~~Describe the impact and spread of Christianity and Judaism.~~

~~Describe, analyze, and evaluate the history of the Byzantine Empire from about 300 BCE to 1000 C.E., e.g., Constantinople, Codification of Roman law, Greek Orthodox churches, and Byzantine art and architecture.~~

~~8.2.4 Students will describe the development and cultural impact of major religions.~~

~~Example indicators:~~

~~Describe the origins, customs, beliefs, and spread of the major religions.~~

~~Identify the theological and cultural differences and similarities among the major religions.~~

~~Describe the effect of religious, political, and economic competition.~~

~~Identify the historical turning points that affected the spread and influence of these religious cultures.~~

~~8.2.5 Students will describe the impact of life in Medieval Europe on later civilizations.~~

~~Example indicators:~~

~~Describe the structure of feudal society and identify economic, social, and political effects.~~

~~Describe the Age of Charlemagne.~~

~~Describe the impact of Magyars and the Vikings.~~

~~Analyze the influence of Christianity throughout Europe.~~

~~8.2.6 Students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures.~~

~~Example indicators:~~

~~Describe chronology, location, geography, social structures, forms of government, economy, and religion of each civilization.~~

~~Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia.~~

DRAFT

~~Describe how geography of Africa shaped the various cultures of trading empires in Western Africa.~~

~~Describe the culture and contributions of ancient Arabia.~~

~~Identify cultural characteristics of Japan's feudal system.~~

~~Identify various Chinese dynasties and their legacies to later generations.~~

~~Describe the role of geographic factors in limiting or encouraging the movement of people and ideas.~~

~~8.3 Civics and Economics~~

~~8.3.1 Students will explain and compare the structures, functions, and powers of the three branches of government at the national, state, and local levels.~~

~~Example indicators:~~

~~Explain the election and appointment of officials.~~

~~Describe the division and sharing of powers among and within levels of government.~~

~~Chart the separation and sharing of powers within levels of government.~~

~~Describe the process of amending the United States and Nebraska Constitution.~~

~~Outline the powers granted to Congress, the President, the Supreme Court, and those reserved to the states.~~

~~8.3.2 Student will compare the election process at the local, state, and national levels of government.~~

~~Example indicators:~~

~~Explain nomination and promotion of candidates for elective office.~~

~~Describe similarities and differences between the major political parties.~~

~~Describe voter turnout.~~

~~Evaluate the accuracy of campaign advertising.~~

~~Discuss bias and identify how media reports, analysis, and editorials are different.~~

~~8.3.3 Students will compare the policy-making process at the local, state, and national levels of government.~~

~~Example indicators:~~

~~Chart the basic law-making process within the respective legislative bodies.~~

~~Explain the interaction between the chief executives and the legislative bodies.~~

~~Explain the functions of departments, agencies, and regulatory bodies.~~

~~Describe the roles of political parties at the state and national levels.~~

~~Explain the ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers.~~

DRAFT

~~Describe the impact of the media on public opinion and policy makers.~~

~~8.3.4 Student will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.~~

~~Example indicators:~~

~~Diagram the organization and jurisdiction of Nebraska and United States courts.~~

~~Describe the exercise of the power of judicial review.~~

~~Describe the process of bringing and resolving criminal and civil cases in Nebraska's judicial system.~~

~~Describe the function and process of the juvenile justice system in Nebraska.~~

~~8.3.5 Student will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.~~

~~Example indicators:~~

~~Define the concepts of scarcity, choice, trade-offs, specialization, entrepreneurship, productivity, inflation, profits, markets, supply and demand, inflation, and unemployment and incentives.~~

~~Analyze the effect of producer and consumer behavior on markets.~~

~~Describe the role of individuals and businesses as consumers, saver, investor, and borrowers.~~

~~Explain how various institutions help individuals and groups accomplish economic goals.~~

~~Describe common forms of credit, saving, investments, purchases, and the contractual agreements, e.g., warranties and guarantees.~~

~~Analyze sills necessary for career opportunities, e.g., individual abilities, skills, and education, and the changing supply and demand for those skills in the economy.~~

~~Describe the development of money, savings, and credit.~~

~~8.3.6 Students will compare the United States economic system to systems in other countries.~~

~~Example indicators:~~

~~Describe the government's role in the United States economy, e.g., provision of public goods and services, protection of consumer rights, and the promotion of competition.~~

~~Describe the impact of government policies, on individuals and businesses, taxation, and government borrowing.~~

~~Explain how the government addresses third-party costs and benefits, e.g., pollution and medical research.~~

~~Explain the differences between traditional command and market economics.~~

DRAFT

Analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics into mixed economic systems.

8.3.7 Students will summarize the rights and responsibilities of United States citizens.

Example indicators:

Describe ways individuals participate in the political process, e.g., registering and voting, communicating with government officials, participating in political campaigns, and serving on juries and in voluntary appointed positions.

Identify the way individuals of cultural, ethnic, and other interest groups can influence governments.

Describe the election process and appointment of officials.

Describe the impact of the media on public opinion and policy.

Compare the election process at the local, state, and national levels of government, e.g., nomination and promotion of candidates for elective office similarities and differences between the major political parties; voter turnout; evaluate the accuracy of campaign advertising; and recognize bias and identify how media reports, analysis, and editorials are different.

8.3.8 Students will describe the purpose and function of the United States Constitution, including the Bill of Rights.

Example indicators:

What are inalienable rights?

What does "life, liberty, and the pursuit of happiness," mean?

What is the rule of law, justice, and equality under the law?

Describe the Native American heritage, e.g., Iroquois Five National Confederacy, "Great Binding Law."

Explain the British and American heritage, e.g., the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation.

Explain the philosophy of government expressed in the Declaration of Independence.

8.4 Skills

8.4.1 Students will explain the meaning of patriotic slogans and excerpts from notable speeches and documents.

Example indicators:

Explain the statement, "Give me liberty or give me death."

Explain the meaning of "E Pluribus Unum."

Discuss the importance of the Gettysburg Address.

Explain the Preamble to the Constitution.

DRAFT

Explain the Declaration of Independence.

Who said ". . . December 7, 1941, a date which will live in infamy"?

Explain the statement, "Ask not what your country can do for you. . ."

Who said, "Mr. Gorbachev, tear down this wall!"?

8.4.2 Students will demonstrate skills for historical analysis.

Example indicators:

Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media, e.g., television, movies, and computer information systems to better understand events and life in United States history to 1877.

Identify characters, settings, and events from narratives of Nebraska, America, and world history.

Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.

Locate on a United States map major physical features, bodies of water, exploration and trade routes; the states that entered the Union up to 1877; and, identify the states that formed the Confederacy during the Civil War.

Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.

Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.

Distinguish fact from fiction by examining documentary sources.

Construct various time lines of United States history since 1877, e.g., landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.

Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states which entered the Union after 1877.

8.4.3 Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Example indicators:

Explain the historical perspectives of people, e.g., Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans; settlers, slaves, and slave holders; Patriots and Tories; Federalists and Anti-Federalists; Confederates and Yankees; Republicans and Democrats; and rural and urban.

DRAFT

Describe the causes, costs, and benefits of major events in American history up to 1877, e.g., American Revolution, the Constitutional Convention, the Civil Water, and Reconstruction.

8.4.4 Students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

8.4.5 Students will interpret economic and political issues as expressed in various visuals.

8.4.6 Student will improve their skills in historical research and geographical analysis.

Example indicators:

Identify, analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.

Identify, analyze, and interpret global population distribution in the Middle Ages.

Identify and compare contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.

Identify and compare the distribution of major religious culture in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.

TWELFTH GRADE

Social Studies - United States History, World History, Geography, Civics/Government, Economics

12.1 United States History

12.1.1 Students will analyze and explain the causes and effects of the Age of Discovery, contacts between Native Americans and European settlers, and the creation of the American colonies.

Example indicators:

Explain the economic and cultural characteristics of the groups.

Summarize the motives and strategies of the explorers and settlers.

Explain the impact of European settlement on the Native Americans.

Relate the legacies of contact, cooperation, and conflict from that period.

Explain the motivation of ethnic and religious groups, and how immigrants influenced the settlement of colonies.

Summarize the economic activity.

DRAFT

Describe the political developments.

Compare the social customs, the arts, and religious beliefs.

12.1.2 Students will analyze and explain the events and ideas of the Early National Period.

Example indicators:

Relate changes in British policies that provoked the American colonists.

Discuss the debate within America concerning separation from Britain.

Compare the Declaration of Independence and "Common Sense."

Describe the roles played by the individual leaders.

Summarize key battles, military turning points, and key strategic decisions.

Compare The Articles of Confederation and the Declaration of Independence.

Discuss the issues and policies affecting relations among existing and future states, e.g., the Northwest Ordinance.

Explain the Constitutional Convention, e.g., the leadership of James Madison and George Washington.

Compare and contrast the struggle for ratification of the Constitution, the Federalist Papers, and Anti-Federalists arguments.

Explain the addition of the Bill of Rights to the Constitution.

Relate the organization of the national government under the new Constitution.

Explain the major domestic and foreign affairs issues facing the first presidents and Congress.

Summarize the development of political parties.

Explain how the impact of Supreme Court cases, e.g., Marbury v. Madison and McCulloch v. Maryland, affected the interpretation of the Constitution.

Explain foreign relations and conflicts, e.g., the War of 1812 and the Monroe Doctrine.

Discuss the Louisiana Purchase and the acquisition of Florida.

Summarize the economic development, trade, tariffs, taxation, and trends in the national debt.

12.1.3 Students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Example indicators:

Discuss the causes and effects of slavery.

Explain the States' Rights Doctrine.

Discuss tariffs and trade.

DRAFT

Describe the settlement of the Western United States.

Explain Secession.

Compare and contrast the military advantages of the Union and the Confederacy.

Explain the threat of foreign intervention.

Discuss the economic and political impact of the war.

Explain the roles played by the individual leaders.

Relate the impact of Reconstruction policies on the South.

12.1.4 Students will analyze the impact of immigration on American life, identifying factors.

Example indicators:

Contributions of Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, and immigrant groups and individuals.

Ethnic conflict and discrimination.

The United States domestic policies.

12.1.5 Students will summarize causes and effects of the Industrial Revolution.

Example indicators:

Describe new inventions and industrial production methods.

Summarize new technologies in transportation and communication.

Explain incentives for capitalism and free enterprise.

Describe the impact of immigration on labor supply and the movement to organize workers.

Describe improvements in standards of living, life expectancy, and living conditions.

Explain child labor, working conditions, and the rise of organized labor.

Summarize government policies affecting trade, monopolies, taxation, and money supply.

Summarize muckraking literature and the rise of the Progressive Movement.

Describe women's suffrage and temperance movements, describing their impact on society.

Summarize political changes at the local, state, and national levels.

12.1.6 Students will analyze the origins and effects of World War I.

Example indicators:

Describe the end of the Ottoman Empire and the creations of new states in the Middle East.

DRAFT

~~Relate the declining role of Great Britain and the expanding role of the United States in world affairs.~~

~~Summarize the political, social, and economic change in Europe and the United States.~~

~~Explain the causes of World War I.~~

~~12.1.7 Students will analyze and explain the Great Depression.~~

~~Example indicators:~~

~~Explain the causes and effects of changes in business cycles.~~

~~Describe the weaknesses in key sectors of the economy in the late 1920's.~~

~~Summarize United States government's economic policies in the late 1920's.~~

~~Explain the causes and effects of the Stock Market Crash.~~

~~Describe the impact of the Depression on the American people.~~

~~Explain the impact of New Deal economic policies.~~

~~Explain the impact of the expanded role of government in the economy since the 1930's.~~

~~12.1.8 Students will recognize and explain the origins and effects of World War II.~~

~~Example indicators:~~

~~Describe the rise of and aggression of totalitarian regimes in Germany, Italy, and Japan.~~

~~Summarize the rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States.~~

~~Explain the role of the Soviet Union.~~

~~Explain appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war.~~

~~Relate the impact of mobilization for war, at home and abroad.~~

~~Summarize the major battles, military turning points, and key strategic decisions.~~

~~Explain the Holocaust and its impact.~~

~~Describe the reshaping of the United States' role in world fairs after the war.~~

~~Summarize the major changes in Eastern Europe, China, Southeast Asian, and Africa following the war.~~

~~12.1.9 Students will analyze and explain United States foreign policy since World War II.~~

~~Example indicators:~~

~~Summarize the origins of the Cold War and the foreign and domestic consequences.~~

DRAFT

~~Describe Communist containment policies in Europe, Latin America, and Asia.~~

~~Describe McCarthyism and the fear of communist influence within the United States.~~

~~Explain Strategic and economic factors in Middle East policy.~~

~~Describe the relations with South Africa and other African nations.~~

~~Describe the collapse of communism and the end of the Cold War.~~

~~Explain the new challenges to America's leadership role in the world.~~

~~Analyze the confrontations with the Soviet Union in Berlin and Cuba.~~

~~Explain NATO and other alliances and the United States role in the United Nations.~~

~~Describe nuclear weapons and the arms race.~~

~~Summarize the military conflicts in Korea, Vietnam, and the Middle East.~~

~~12.1.10 Students will evaluate developments in federal civil rights and voting rights since the 1950's.~~

~~Example indicators:~~

~~The Brown v. Board of Education decision and its impact on education.~~

~~Civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment.~~

~~The impact of reapportionment cases and voting rights legislation on political participation and representation.~~

~~Affirmative action.~~

~~12.1.11 Students will demonstrate an understanding of domestic policy issues in contemporary American society.~~

~~Example indicators:~~

~~Compare conservative and liberal economic strategies.~~

~~Compare the positions of political parties and interest groups on major issues.~~

~~12.1.12 Students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.~~

~~Example indicators:~~

~~Locate and explain the location and expansion of the original colonies.~~

~~Trace the territorial expansion of the United States, explaining how the physical environment influenced it.~~

~~Locate new states as they were added to the Union.~~

DRAFT

~~Demonstrate an understanding of the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups.~~

~~Compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade.~~

~~Analyze the political, social, and economic implications of demographic changes in the nation over time.~~

~~12.1.13 Students will develop skills for historical analysis.~~

~~Example indicators:~~

~~Analyze documents, records, and data, e.g., artifacts, diaries, letters, photographs, journals, newspapers, and historical accounts.~~

~~Evaluate the authenticity, authority, and credibility of sources.~~

~~Formulate historical questions and defend findings based on inquiry and interpretation.~~

~~Develop perspectives of time and place, such as the construction of various time lines of events, periods, and personalities in American history.~~

~~Communicate findings orally, in brief analytical essays, and in a comprehensive paper.~~

~~12.1.14 Students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.~~

~~Example indicators:~~

~~Discuss civil disobedience v. the rule of law.~~

~~Analyze the role of government to the individual in economic planning and social programs.~~

~~Debate freedom of the press v. the right to a fair trial.~~

~~Analyze the tension between majority rule and minority rights.~~

~~Debate problems of intolerance toward racial, ethnic, and religious groups in American society.~~

~~Discuss the evolution of rights, freedoms, and protections through political and social movements.~~

~~Interpret aspects of "United States Constitution," "Bill of Rights," "Letter from Birmingham," "Speak softly and carry an big stick. . . . ," "Gettysburg Address," etc.~~

~~12.2 World History: 1000 C.E. to the Present~~

~~12.2.1 Students will demonstrate an understanding of the state of the world about 1000 C.E.~~

DRAFT

Example indicators:

Summarize the institution of feudalism in Europe, Asia, and Africa.

Summarize the growth of trade between civilizations, e.g., silk trade, gold and salt trade.

Describe the location and leadership of major kingdoms in Europe, Africa, Asia, and Latin America.

Describe the location and culture of the Byzantine and Muslim empires.

Summarize the role religion in a civilization, e.g., the Roman Catholic Church, Buddhism, Islam, and animism.

Describe the conflict between religions, e.g., Crusades and Great Schism.

Summarize the technological advances in Asia and Latin America, e.g., calendars and metallurgy.

12.2.2 Students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period.

Example indicators:

Explain the emergence and distinctive political developments of nation-states, e.g., Spain, France, England, and Russia.

Describe the conflicts among Eurasian powers, e.g., the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.

Explain the patterns of crisis and recovery, e.g., the Black Death.

Explain the preservation of Greek and Roman philosophy, medicine, and science.

12.2.3 Students will analyze the historical developments of the Renaissance.

Example indicators:

Explain the economic foundations of the Renaissance, such as European interaction with Muslims, increased trade, role of the Medici's, and new economic practices.

Discuss the rise of Italian city-states.

Compare the artistic, literary, and intellectual creativity, e.g., Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period.

Explain the Machiavelli's theory of government as described in The Prince.

Describe the differences between the Italian and the Northern Renaissance.

12.2.4 Students will analyze the historical developments of the Reformation.

Example indicators:

Explain the influence of religious conflicts on government actions, such as the Edict of Nantes in France.

DRAFT

~~Discuss the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, e.g., the beginnings of religious toleration and the growth of democracy.~~

~~12.2.5 Students will analyze the impact of European expansion into the Americas, Africa, and Asia.~~

~~Example indicators:~~

~~Discuss the roles and motivations of explorers/conquistadors.~~

~~Explain the migration, settlement patterns, and cultural diffusion.~~

~~Explain the exchange of technology, ideas, and agricultural practices.~~

~~Discuss the trade in slaves, tobacco, rum, furs, and gold.~~

~~Relate the introduction of new diseases.~~

~~Discuss the influence of Christianity.~~

~~Explain the economic and cultural transformations created by the emergence of plant-like tobacco and corn in new places and the arrival of the horse in the Americas.~~

~~Describe the competition for resources and the rise of Commercial Revolution and mercantilism.~~

~~Explain the cultural changes in indigenous societies.~~

~~12.2.6 Students will compare Judaism, Christianity, Islam, Buddhism, and Hinduism and Confucianism.~~

~~Example indicators:~~

~~Compare and contrast major leaders and events.~~

~~Compare and contrast sacred writings.~~

~~Compare and contrast traditions, customs, and beliefs.~~

~~Explain monotheistic versus polytheistic views.~~

~~Discuss geographic distribution at different times.~~

~~Compare and contrast political, social, and economic influences of each.~~

~~Discuss the long-standing religious conflicts and recent manifestations in places, e.g., Ireland, Middle East, and Bosnia.~~

~~12.2.7 Students will analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries.~~

~~Example indicators:~~

~~Explain the impact of scientific ideas on political institutions, social movements, and religion.~~

~~Discuss the establishment of absolute monarchies by individuals, e.g., Louis XIV, Frederick the Great, and Peter the Great.~~

DRAFT

~~Compare and contrast the Glorious Revolution in England and the French Revolution.~~

~~Explain the ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson.~~

~~Explain the new scientific theories, e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin.~~

~~Discuss how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas.~~

~~Explain how the arts, philosophy, and literature were influenced by people, such as Voltaire, Diderot, Delacroix, Bach, and Mozart.~~

~~Discuss the influence of religious beliefs on art, politics, science, and commerce.~~

~~12.2.8 Students will describe 19th century political developments in Europe, and their impact on the world.~~

~~Example indicators:~~

~~Summarize the Congress of Vienna and its influence on the political geography of Europe.~~

~~Describe the attempts at expansion of democracy in Europe, e.g., Chartist Movement, British Reform Laws, and liberal revolutions.~~

~~Relate the growth of nationalism, e.g., unification of Germany and Italy.~~

~~Describe the scramble for empire in Europe, Africa, Asia and Latin America.~~

~~Address the feminist issues, e.g., divorce, property, and suffrage.~~

~~Outline the abolition of slavery and slave trade.~~

~~12.2.9 Students will analyze and explain the effects of the Industrial Revolution.~~

~~Example indicators:~~

~~Describe the rise of industrial economics and their link to imperialism and colonialism.~~

~~Explain how scientific and technological changes, e.g., the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change.~~

~~Outline the responses to capitalism, e.g., utopianism, socialism, and communism.~~

~~Relate how the status of women and children reflected societal changes.~~

~~Explain the evolution of work and labor, e.g., the slave trade, mining and manufacturing, and the union movement.~~

~~Explain how Asia and Africa were transformed by European commercial power.~~

~~Summarize the dominance of global economic systems by European powers.~~

~~12.2.10 Students will analyze major 20th century historical events.~~

DRAFT

Example indicators:

Relate ethnic conflicts, e.g., Bosnia, Arab-Israeli conflict, Biafra and Rwanda, Northern Ireland and Kashmire, and Zapatistas and Mexico.

Compare trends in global populations, growth and distribution over time.

Differentiate the development of collective security organizations, e.g. League of Nations, the United Nations, NATO, and Warsaw Pact.

Differentiate the development of world economic associations, e.g., E.C., NAFTA, WTO, World Bank, IMF.

Discuss the extension of human rights, e.g., women and all nationalities.

Compare the causes and effects of World War I and World War II.

Summarize the Russian Revolution.

Relate the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.

Summarize the political, social, and economic impact of the 1930's worldwide depression.

Describe the Nazi Holocaust and other examples of genocide.

Explain how new technologies, e.g., atomic power, influenced patterns of conflict.

Discuss the economic and military power shifts since 1945, e.g., the rise of Germany and Japan as economic powers.

Relate the revolutionary movements in Asia and its leaders, e.g., Mao Tse-tung and Ho Chi Minh.

Explain how African and Asian countries achieved independence from European colonial rule, e.g., India under Gandhi and Kenya under Kenyatta, and how they have fared under self-rule.

Describe regional and political conflicts, e.g., Korea and Vietnam.

Summarize the end of the Cold War and the collapse of the Soviet Union.

12.2.11 Students will demonstrate historical research and geographical skills.

Example indicators:

Identify, analyze, and interpret primary and secondary sources and artifacts.

Validate sources as to their authenticity, authority, credibility, and possible bias.

Construct various time lines of key events, periods, and personalities since the 11th century.

Identify and analyze major shifts in national political boundaries in Europe since 1815.

Identify the distribution of major religious cultures in the contemporary world.

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~~Apply geography to interpret the past by using maps of time, place events to put together the shifts in boundaries and culture/religious groups through time.~~

~~12.3 The Governments and Economics of the United States and Nebraska~~

~~12.3.1 Students will compare historical forms of democratic governments that influenced the United States Constitution of 1789.~~

~~Example indicators:~~

~~Describe forms of democracy that existed in ancient Greece and Rome.~~

~~Describe the constitutional monarchy in Great Britain.~~

~~Describe governments in early American colonies.~~

~~Describe governments in early United States in the 18th century.~~

~~12.3.2 Students will identify examples of fundamental United States political principles contained in the Declaration of Independence, Articles of Confederation, *Federalist Papers*, *Common Sense*, and the United States Constitution.~~

~~Example indicators:~~

~~Examine Locke, Hobbes, Montesqueu, Rousseau, Blackstone, Jefferson, Paine, and Machiavelli's theory of government as described in *The Prince*.~~

~~Describe constitutionalism, limited government, rule of law, republicanism, and democracy.~~

~~Identify how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States.~~

~~Define sovereignty and consent of the governed.~~

~~Describe separation of powers, federalism, and checks and balance.~~

~~Compare the Declaration of Independence and "Common Sense."~~

~~12.3.3 Students will analyze the significance of amendments to the United States Constitution.~~

~~Example indicators:~~

~~Identify factors, e.g., the conflicts they addressed and the reasons for their adoption.~~

~~Analyze fundamental liberties, rights, and values outlined by the United States Constitution.~~

~~Identify various factors addressed by the constitution, e.g., religion, speech, press, assembly and petition, due process, equality under the law, individual worth and dignity, and majority rule and minority rights.~~

~~12.3.4 Students will evaluate and summarize landmark Supreme Court interpretations of the United States Constitution and its amendments.~~

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~~Example indicators:~~

~~Describe how Marbury v. Madison and McCulloch v. Maryland affected the Constitution.~~

~~Examine federal civil and voting rights since 1950's, e.g., Brown v. Board of Education, demonstrations leading to desegregation, reapportionment, and voting rights legislation.~~

~~Explain current patterns and evaluate the impact of Supreme Court decisions on domestic policy issues.~~

~~12.3.5 Students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.~~

~~Example indicators:~~

~~Explain equality of all citizens under the law.~~

~~Examine worth and dignity of the individual.~~

~~Debate majority rule and minority rights.~~

~~Identify individual freedoms.~~

~~Explain the necessity of compromise.~~

~~Analyze individual rights v. public interests.~~

~~12.3.6 Students will analyze the structure, and function of the United States national governments and its relationship to state governments.~~

~~Example indicators:~~

~~Describe the organization, and authority of each branch.~~

~~Examine the principles of federalism, e.g., concurrent, delegated, and reserved powers.~~

~~Examine separation of powers, and checks and balances.~~

~~Explain procedures for constitutional amendment, e.g., Article IV.~~

~~Identify specific policies related to foreign affairs, civil rights, and economics and the budget.~~

~~Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.~~

~~Describe levels of taxation and the expectation of public services.~~

~~12.3.7 Students will analyze structure and function of Nebraska state and local governments.~~

~~Explain indicators:~~

~~Describe the organization and authority of each branch.~~

~~Explain procedures for state constitutional and local charter amendments.~~

~~Explain how Nebraska's legislative, executive, and judicial institutions make public policy, e.g., legislation, regulations, executive orders, and judicial review.~~

~~Compare Nebraska's unicameral with a bicameral form of government.~~

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Identify and distinguish units of local governments in Nebraska, e.g., counties, cities, towns, and regional authorities by analyzing a local public issue.

Identify fundamental American political principles in Nebraska constitution, fundamental liberties, rights, and values, e.g., sovereignty, consent of the governed, separation of powers, federalism, and checks and balances.

Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.

Describe levels of taxation and the expectation of public services.

12.3.8 Students will describe and explain the election process in the national, state, and local governments.

Example indicators:

Describe the organization of political parties and role in the nominating process.

Explain campaign funding and spending.

Identify the influence of media coverage, campaign advertising, public opinion polls, and the use of propaganda techniques.

Explain demographic causes and political effects of reapportionment and redistricting, e.g., gerrymandering.

Describe voter turnout and constituencies of the major political parties.

Explain the development of political parties and Electoral College.

12.3.9 Students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.

Example indicator:

Participate in debates, discussions, and readings by analyzing public issues, communicating with candidates, and evaluating performance of public officials and candidates.

12.3.10 Students will compare the United States political and economic systems with those of major democratic and authoritarian nations.

Example indicators:

Compare the structures, functions, and powers of political and economic systems.

Describe the rights, responsibilities, and powers of the governed, e.g., grass roots citizens' movements.

Compare the relationship between economic and political freedom.

Explain the allocation of resources and its impact on productivity.

Describe the development and implementation of personal economic decision-making skills in a democratic society.

12.3.11 Students will analyze characteristics of the United States free market economy.

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~~Example indicators:~~

~~Define labor, capital resources, and natural resources.~~

~~Describe the role of private ownership, private enterprise, profits, and entrepreneurship.~~

~~Compare the relationship between households, firms, and government.~~

~~Explain the labor and management relationships.~~

~~Discuss opportunity costs, scarcity, and balancing unlimited wants versus limited resources.~~

~~Explain supply and demand, and the formation of basic economic questions, including what to produce, how to produce, and for whom to produce.~~

~~12.3.12 Students will analyze the role of the national, state, and local government in the United States economy.~~

~~Example indicators:~~

~~Compare interstate commerce and trade policies.~~

~~Discuss promoting economic growth by providing favorable conditions for markets.~~

~~Compare providing public goods, services, and protection of the environment.~~

~~Explain the interrelationship of producers, consumers, and government in the United States economic system.~~

~~Discuss the impact of fiscal and monetary policy.~~

~~Identify the basic economic goals in a free market system, including growth, stability, full employment, and efficiency versus equity and justice.~~

~~12.3.13 Students will examine the basic economic indicators and fundamental of international trade.~~

~~Example indicators:~~

~~Define Gross Domestic Product.~~

~~Define Consumer Price Index, employment statistics, and other measure of economic conditions.~~

~~Explain comparative and absolute advantage.~~

~~Discuss exchange rates.~~

~~Explain international trade policies, and the United States relationship to the global economy.~~

~~12.4 World Geography~~

~~12.4.1 Students will demonstrate geographical skills.~~

~~Example indicators:~~

~~Recognize the different map projections and explain the effects of distortion.~~

~~Show how maps reflect particular historical and political perspectives.~~

~~Apply the concepts of scale, orientation, and latitude and longitude.~~

~~Create and compare political, physical, and thematic maps of countries and regions.~~

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~~12.4.2 Students will analyze how selected physical and ecological processes impact the earth's surface.~~

~~Example indicators:~~

~~Identify natural hazards, describe the characteristics, explain their impact on physical and human systems, and assess efforts to manage their consequences in developed and less developed regions.~~

~~Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world.~~

~~Explain how humans influence and are influenced by the environment.~~

~~Relate how people's ideas and relationship to the environment change over time, particularly in response to new technologies.~~

~~12.4.3 Students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.~~

~~Example indicators:~~

~~Analyze past and present migration trends.~~

~~Analyze the social, economic, political, and environmental factors that influence cultural interaction.~~

~~Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.~~

~~12.4.4 Students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.~~

~~12.4.5 Students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.~~

~~Example indicators:~~

~~Analyze the patterns and networks of economic interdependence, e.g., formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications.~~

~~Locate and identify by name the major countries in each region, the world's major rivers, mountain ranges, and surrounding bodies of water.~~

~~Classify and describe the spatial distribution of major economic systems and evaluate their relative merits in terms of productivity and the social and economic well being of workers.~~

~~Explain how geographic regions change over time.~~

~~Explain how characteristics of regions have led to regional labels.~~

~~Explain how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events.~~

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~~Explain how technical advances have led to increasing interaction among regions.~~

~~Distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life.~~

~~Analyze how certain cultural characteristics can link or divide regions, e.g., language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.~~

~~12.4.6 Students will analyze the forces of conflict and cooperation.~~

~~Example indicators:~~

~~Explain the way in which the world is divided among independent and dependent countries.~~

~~Describe disputes over borders, resources, and settlement areas.~~

~~Describe the historic and future ability of nations to survive and prosper.~~

~~Explain the role of multinational organizations.~~

~~12.4.7 Students will apply geography to interpret the past, understand the present, and plan the future.~~

~~Example indicators:~~

~~Explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by using a variety of maps, charts, and documents.~~

~~Relate current events to the physical and human characteristics of places and regions.~~

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The State Board of Education adopted these Social Studies Standards on December 7, 2012, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides social studies (history, civics, economics and geography) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to history, civics, economics and geography.

Grade Level Standards. The social studies standards have been written for grades K, 1, 2, 3, 4, 5 and grade spans 6-8 and 9-12 (high school). The grade level standards represent the critical content for students to know and be able to do by the end of the specific grade level or at the end of each grade span.

Curricular Indicators. Following each grade level standard is a set of curricular indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the grade level standards are repeated in whole or in part at different grade levels, the curricular indicators show progression and increased expectations throughout the grades. Although the curricular indicators are not an exhaustive list of what can be done to meet the grade level standards, they are representative of the content for each standard at each grade level.

STATEMENT OF PURPOSE

Nebraska Social Studies Standards. The purpose of the Nebraska Social Studies Standards is to teach our children to become young patriots who have an intellectual understanding of the genius of our country's founding principles and who feel an emotional connection to our nation. Achieving this purpose requires teaching Nebraska students to become responsible citizens who are prepared to preserve, protect and defend freedom and democracy in our nation and in the world.

As responsible citizens of the U.S. and Nebraska, our students must:

- Master and be able to use knowledge of the history of the United States, Nebraska, western civilization, eastern civilizations and ancient civilizations (Historical Perspective);
- Master and be able to use spatial patterns on earth (Geographic Perspective);
- Master and be able to use knowledge of the foundations and form of American federalism, our representative democracy, and American politics (Civic Perspective);
- Master and be able to use knowledge about the efficient allocation, production, distribution, and consumption of scarce resources and the advantageous role of free market economics in such allocation (Economic Perspective).

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Nebraska Social Studies Standards
Kindergarten
(Self)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 0.1.1 Students will recognize the purpose of rules and the roles of authority figures.
SS 0.1.1.a Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)
SS 0.1.1.b Identify the roles of authority figures in family and school

Civic Participation

SS 0.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.
SS 0.1.2.a Model citizenship skills (e.g., respect, courtesy, honesty, voting)
SS 0.1.2.b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 0.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).
SS 0.2.1.a Identify choices students have made and explain why they had to make a choice

Financial Literacy

SS 0.2.6 Students will recognize money is used to purchase goods and services to satisfy economic wants.
SS 0.2.6.a Classify and identify U.S. coins and currency

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

The World in Spatial Terms

SS 0.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.
SS 0.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location
SS 0.3.1.b Identify locations in the classroom (e.g., dress up center, reading table,

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carpet area)
SS 0.3.1.c Identify tools such as maps and globes as representations of local and distant places

SS 0.3.1.d Explain why things are located where they are (e.g., *"Why is the playground outside?"*)
SS 0.3.1.e Identify land and water on a globe

Places and Regions

SS 0.3.2 Students will explore places and regions.
SS 0.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)
SS 0.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)

Physical Systems

SS 0.3.3 Students will identify natural processes in their physical world.
SS 0.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog)
SS 0.3.3.b Identify the four seasons

Human Systems

SS 0.3.4 Students will recognize that people belong to different groups and live in different settings.
SS 0.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)
SS 0.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)

Human/Environment Interaction

SS 0.3.5 Students will explore the relationship between humans and their physical environment.
SS 0.3.5.a Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)
SS 0.3.5.b Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)

Application of Geography to Issues and Events

SS 0.3.6 Students will use geographic skills to make connections to their lives.
SS 0.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other, make a fire evacuation plan)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

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Chronological Thinking

SS 0.4.1 Students will identify chronological relationships and patterns.
SS 0.4.1.a Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)
SS 0.4.1.b Read dates on a calendar
SS 0.4.1.c List personal events over time; (e.g., daily schedule, timelines)
SS 0.4.1.d Identify the chronology of personal events and their impact

Historical Comprehension

SS 0.4.2 Students will identify historical people, events, ideas, and symbols.
SS 0.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)
SS 0.4.2.b Differentiate between stories from the present and the past

Multiple Perspectives

SS 0.4.3 Students will recognize different perspectives of events.
SS 0.4.3.a Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)

Historical Analysis and Interpretation

SS 0.4.4 Students will recognize past and current events, issues, and problems.
SS 0.4.4.a Describe how people's actions affect others (e.g., *Why must we take turns?*)

Historical Research Skills

SS 0.4.5 Students will develop historical research skills.
SS 0.4.5.a Develop questions about their personal history
SS 0.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., *"My grandma gave me this picture."*)
SS 0.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)
SS 0.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)

Nebraska Social Studies Standards
Grade 1
(Family)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

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SS 1.1.1 Students will identify and explain the importance of leaders and team members within their neighborhood and school community.
SS 1.1.1.a Explain how rules reduce and help resolve conflicts
SS 1.1.1.b Describe the responsibilities of leaders and team members

Civic Participation

SS 1.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols.
SS 1.1.2.a Identify citizenship skills (e.g., responsibility, justice, equality, voting)
SS 1.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President's Day)
SS 1.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Governors, Presidents)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 1.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.
SS 1.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed)

SS 1.2.2 Students will identify natural resources.
SS 1.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals, oil, and natural

Financial Literacy

SS 1.2.6 Students will compare spending and saving opportunities.
SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

The World in Spatial Terms

SS 1.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.
SS 1.3.1.a Locate places using the four cardinal directions

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SS 1.3.1.b Identify and describe locations in the school or home (e.g., the cafeteria is next to the kitchen, the office is by the front door)
SS 1.3.1.c Create and use simple maps (e.g., maps of the home and classroom)
SS 1.3.1.d Analyze why things are located where they are (e.g., *"Why is the nurse's office located by the main office?"*)
SS 1.3.1.e Distinguish between continents and oceans

Places and Regions

SS 1.3.2 Students will explore places and regions.
SS 1.3.2.a Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands)
SS 1.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)
SS 1.3.2.c Explain how places change over time (e.g., new building or a bigger road)

Physical Systems

SS 1.3.3 Students will identify natural processes in their physical world.
SS 1.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)
SS 1.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)

Human Systems

SS 1.3.4 Students will recognize that people belong to different groups and live in different settings.
SS 1.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)
SS 1.3.4.b Describe places in the community (e.g., farms, parks, houses, stores)

Human/Environment Interaction

SS 1.3.5 Students will explore the relationship between humans and their physical environment.
SS 1.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)
SS 1.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)
SS 1.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)

Application of Geography to Issues and Events

SS 1.3.6 Students will use geographic skills to make connections to their lives.
SS 1.3.6.a Give examples of how geographic knowledge or techniques have been applied in the past, present and future (e.g., make a map of the school)

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K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 1.4.1 Students will describe chronological relationships and patterns.

SS 1.4.1.a Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)

SS 1.4.1.b Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)

SS 1.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)

SS 1.4.1.d Identify the chronology of family events and their impact

Historical Comprehension

SS 1.4.2 Students will identify historical people, events, ideas, and symbols.

SS 1.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, American Bald Eagle, Statue of Liberty)

SS 1.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past

Multiple Perspectives

SS 1.4.3 Students will identify multiple perspectives of events.

SS 1.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)

Historical Analysis and Interpretation

SS 1.4.4 Students will identify past and current events, issues, and problems.

SS 1.4.4.a Describe how people's actions affect others (e.g., *Why did our family move here?*)

Historical Research Skills

SS 1.4.5 Students will develop historical research skills.

SS 1.4.5.a Develop questions about their family history

SS 1.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information)

SS 1.4.5.c Gather historical information about their family (e.g., have a conversation with a family member)

SS 1.4.5.d Present historical information about their family (e.g., pictures, posters, oral/written narratives)

Nebraska Social Studies Standards
Grade 2
(Neighborhood)

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K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 2.1.1 Students will identify and explain the responsibilities and rights of citizens in their communities.
SS 2.1.1.a Participate in developing rules that consider multiple points of view
SS 2.1.1.b Describe how individuals, groups, and communities manage conflict and promote justice

Civic Participation

SS 2.1.2 Students will participate in making decisions using democratic traditions based on established rules.
SS 2.1.2.a Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws)
SS 2.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day)
SS 2.1.2.c Describe ways to be actively engaged to improve family, school and community
SS 2.1.2.d Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 2.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).
SS 2.2.1.a Identify resources (inputs) that make up various good and services
SS 2.2.1.b Identify what items are eliminated when a choice is made (tradeoff)

SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants.
SS 2.2.2.a List various goods and services that can be produced with the same list of resources (e.g. soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)

Institutions

SS 2.2.3 Students will describe how people earn income/wages through work.
SS 2.2.3.a Match capital resources and human resources with jobs in the community or home. (e.g., tractors and farmers)

Financial Literacy

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SS 2.2.6 Students will demonstrate knowledge of currency, its denominations, and use.

SS 2.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)

Government

SS 2.2.10 Students will understand what goods and services governments provide.

SS 2.2.10.a Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

The World in Spatial Terms

SS 2.3.1 Students will explore where (spatial) and why people, places and environments are organized locally.

SS 2.3.1.a Identify the globe as a model of Earth

SS 2.3.1.b Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)

SS 2.3.1.c Identify map elements (i.e., title, scale, symbols, legend, and cardinal directions)

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

SS 2.3.1.e Analyze why things are located where they are (e.g., *"Why are stores on a main street?"*)

SS 2.3.1.f Distinguish between continents/islands, oceans/seas, countries/continents, and cities/states

Places and Regions

SS 2.3.2 Students will identify places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing)

SS 2.3.2.b Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)

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

Physical Systems

SS 2.3.3 Students will identify natural processes in their physical world.

SS 2.3.3.a Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)

SS 2.3.3.b Identify the relationship between the Earth and the Sun (e.g., day/night, length of day, seasons)

Human Systems

SS 2.3.4 Students will identify the characteristics of culture.

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SS 2.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)

SS 2.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)

Human/Environment Interaction

SS 2.3.5 Students will identify the relationship between humans and the physical environment.

SS 2.3.5.a Describe how seasonal weather patterns, natural hazards, and natural resources affect human

SS 2.3.5.b Identify Earth's natural resources (e.g., minerals, air, land, water, soil)

SS 2.3.5.c Identify how humans and the physical environment interact (e.g., choice of building materials, variations in agricultural practices, land use modifications, fish, forestry, and wildlife management)

Application of Geography to Issues and Events

SS 2.3.6 Students will use geographic skills to make connections.

SS 2.3.6.a Identify how you might apply geographic knowledge or techniques to solve a problem (e.g., use global positioning system (GPS) navigation for shortest route to school; map destinations for family vacation to determine the best order to visit)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 2.4.1 Students will describe and apply chronological relationships and patterns.

SS 2.4.1.a Identify concepts of time and chronology (e.g., past, present, future, months, years)

SS 2.4.1.b Identify calendar time in years

SS 2.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)

SS 2.4.1.d Describe how individuals, events, and ideas have changed neighborhoods, past and present (e.g., Building a new school, park)

Historical Comprehension

SS 2.4.2 Students will describe the development of people, events, ideas, and symbols over time.

SS 2.4.2.a Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day)

SS 2.4.2.b Describe how their neighborhood has changed over the course of time using maps and other artifacts

Multiple Perspectives

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SS 2.4.3 Students will identify multiple perspectives of events.

SS 2.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)

Historical Analysis and Interpretation

SS 2.4.4 Students will identify past and current events, issues, and problems.

SS 2.4.4.a Identify how decisions affected events in the neighborhood (e.g., *Why was a park built in a particular spot?*)

SS 2.4.4.b Describe the relationships among personal and historical events (i.e., current events)

Historical Research Skills

SS 2.4.5 Students will develop historical research skills.

SS 2.4.5.a Develop questions about their neighborhood history

SS 2.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information)

SS 2.4.5.c Gather historical information about their neighborhood (e.g., ask questions of a guest speaker in the classroom)

SS 2.4.5.d Present historical information about their neighborhood (e.g., pictures, posters, and oral/written narratives)

Nebraska Social Studies Standards
Grade 3
(Community)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 3.1.1 Students will identify and explain the structure and function of their local governments.

SS 3.1.1.a Identify the structure and functions of local government

SS 3.1.1.b Describe the reasons for laws in our community

SS 3.1.1.c Identify and explain a variety of roles leaders, citizens, and others play in local government

Civic Participation

SS 3.1.2 Students will understand the impact of individual and group decisions at a local level.

SS 3.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level

SS 3.1.2.b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day, Flag Day)

SS 3.1.2.c Identify ways students can be engaged to have an impact in their local community

SS 3.1.2.d Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner

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SS 3.1.2.e Identify local leaders and the impact of their decisions that effect public policy

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 3.2.1 Students will understand markets are places where buyers and sellers exchange goods and services.
SS 3.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)

SS 3.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.
SS 3.2.2.a Classify natural, human, and capital resources (e.g., tools, soil, water, farmers and machinery)
SS 3.2.2.b Discuss why producers combine resources to make goods and services (profit)
SS 3.2.2.c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)

Institutions

SS 3.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.
SS 3.2.3.a Identify historical examples of trading among early settlers

Financial Literacy

SS 3.2.6 Students will use knowledge of currency to solve real-world problems.
SS 3.2.6.a Given a budget, students will be able to make choices as to what to purchase and what to give up

Government

SS 3.2.10 Students will understand what goods and services local governments provide.
SS 3.2.10.a Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)

Globalization

SS 3.2.12 Students will describe how the local community trades with the rest of the world.
SS 3.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)
SS 3.2.12.b Give examples of other countries' currencies

K-12 Geography: Students will develop and apply spatial perspective and geographic skills

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to make informed decisions.

The World in Spatial Terms

SS 3.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.

SS 3.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)

SS 3.3.1.b Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns)

SS 3.3.1.c Analyze why things are located where they are in the community (e.g., *Why are stores located on main streets?* Where is my house located compared to the school?)

SS 3.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city)

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

Places and Regions

SS 3.3.2 Students will compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/ residential areas, hills, waterways)

SS 3.3.2.b Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state)

SS 3.3.2.c Explain and give examples of how places and regions change over time

Physical Systems

SS 3.3.3 Students will identify natural processes in their physical world.

SS 3.3.3.a Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)

SS 3.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)

Human Systems

SS 3.3.4 Students will compare and contrast the characteristics of culture locally.

SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)

SS 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)

Human/Environment Interaction

SS 3.3.5 Students will identify the relationship between humans and the physical environment.

SS 3.3.5.a Explain how physical environments influence human activities (e.g., availability of

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water, climate and fertility of soil)
SS 3.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)
SS 3.3.5.c Explain the importance of Earth's natural resources (e.g., minerals, air, water, land)
SS 3.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)

Application of Geography to Issues and Events

SS 3.3.6 Students will use geographic skills to make connections to issues and events.
SS 3.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., *How could the building of a highway bring more business to a community)*
SS 3.3.6.b Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 3.4.1 Students will describe and analyze chronological relationships and patterns.
SS 3.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)
SS 3.4.1.b Identify calendar time in years, decades, centuries, and millennia
SS 3.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)
SS 3.4.1.d Describe how individuals, events, and ideas have changed communities past and present

Historical Comprehension

SS 3.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.
SS 3.4.2.a Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., local cultural figures, landmarks, celebrations, and cultural events)
SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts
SS 3.4.2.c Describe primary and secondary sources

Multiple Perspectives

SS 3.4.3 Students will describe multiple perspectives of events.
SS 3.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community

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Historical Analysis and Interpretation

SS 3.4.4 Students will identify past and current events, issues, and problems.

SS 3.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration

SS 3.4.4.b Describe alternative courses of action in community history (e.g., *How are transportation routes determined*?)

SS 3.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning

SS 3.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)

SS 3.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)

Historical Research Skills

SS 3.4.5 Students will develop historical research skills.

SS 3.4.5.a Develop questions about their community history

SS 3.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)

SS 3.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)

SS 3.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Nebraska Social Studies Standards
Grade 4
(Nebraska)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 4.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.

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)

SS 4.1.1.b Describe the origin, structure, and function of Nebraska’s unicameral government

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

SS 4.1.1.d Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government

Civic Participation

SS 4.1.2 Students will investigate how different perspectives impact government decisions at the

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state.

SS 4.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level

SS 4.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day)

SS 4.1.2.c Identify ways students can be engaged to have an impact in their state

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)

SS 4.1.2.e Identify state leaders and the impact of their decisions that effect public policy

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.

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)

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

SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce

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, laboratories, equipment, and machinery)

Institutions

SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.

SS 4.2.3.a Discuss the purpose of early NE financial institutions (e.g., barter, trading posts, banks)

SS 4.2.3.b Identify financial institutions in the community and their purpose (e.g., banks, credit unions, consumer/business loans, safety of deposit, investments/trust services)

Financial Literacy

SS 4.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.

SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing

Government

SS 4.2.10 Students will understand what goods and services state governments provide.

SS 4.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)

Globalization

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SS 4.2.12 Students will recognize and explain specialization and why different regions produce different goods and services.

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)

SS 4.2.12.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding

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

The World in Spatial Terms

SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.

SS 4.3.1.a Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara and Missouri)

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state (e.g., utilize grid systems to find locations, identify the location and purpose of time zones, identify and locate cities of the state identify relative and absolute locations east/west, north/south, left/right, next to)

SS 4.3.1.c Analyze why things in Nebraska are located where they are in Nebraska (e.g., *Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?*)

SS 4.3.1.d Differentiate between cities, states, countries, and continents

Places and Regions

SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.a Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage)

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)

SS 4.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)

Physical Systems

SS 4.3.3 Students will identify natural processes in the physical world.

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)

SS 4.3.3.b Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)

Human Systems

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SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food) SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)

Human/Environment Interaction

SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.

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

SS 4.3.5.b Describe how humans have adapted to and modified Nebraska's physical environment (e.g., progression of home construction materials from sod, timber, bricks and concrete; Homestead Act opened the prairie for agriculture; irrigation; Arbor Day: introduction of trees; rangeland management; soil conservation)

SS 4.3.5.c Classify resources as renewable or nonrenewable resources

SS 4.3.5.d Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)

SS 4.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)

Application of Geography to Issues and Events

SS 4.3.6 Students will use geographic skills to make connections to issues and events.

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)

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 water for transportation, irrigation, and human consumption)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking

SS 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.

SS 4.4.1.a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)

SS 4.4.1.b Differentiate amongst years, decades, centuries, and millennia

SS 4.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines)

SS 4.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future

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Historical Comprehension

SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.

SS 4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)

SS 4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)

SS 4.4.2.c Differentiate between primary and secondary sources

Multiple Perspectives

SS 4.4.3 Students will describe and explain multiple perspectives of historical events.

SS 4.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)

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)

Historical Analysis and Interpretation

SS 4.4.4 Students will analyze past and current events, issues, and problems.

SS 4.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration

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?*)

SS 4.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)

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)

SS 4.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)

Historical Research Skills

SS 4.4.5 Students will develop historical research skills.

SS 4.4.5.a Develop questions about Nebraska history

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SS 4.4.5.b Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)
SS 4.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews)
SS 4.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Nebraska Social Studies Standards
Grade 5
(United States)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 5.1.1 Students will describe the foundation, structure, and function of the United States government.

SS 5.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, and the Articles of Confederation)

SS 5.1.1.b Explain the origins, structure, and functions of the three branches of the United States government

SS 5.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)
SS 5.1.1.d Describe how the decisions of the national government affect local and state government
SS 5.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)

SS 5.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments

Civic Participation

SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.

SS 5.1.2.a Explain the constitutional rights and civic responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group)

SS 5.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)

SS 5.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)

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

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SS 5.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.

SS 5.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service

SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.

SS 5.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)

Institutions

SS 5.2.3 Students will summarize characteristics of economic institutions in the United States.

SS 5.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)

SS 5.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)

SS 5.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements, and product safety)

Financial Literacy

SS 5.2.6 Students will summarize characteristics of financial institutions.

SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions

Government

SS 5.2.10 Students will understand what goods and services the national government provides.

SS 5.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)

Globalization

SS 5.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.

SS 5.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)

SS 5.2.12.b Investigate and report on entrepreneurs and inventors

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

The World in Spatial Terms

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

SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)

SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)

SS 5.3.1.c Analyze why things are located where they are in the United States (e.g., *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?*)

Places and Regions

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

SS 5.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)

SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)

SS 5.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)

Physical Systems

SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.

SS 5.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)

SS 5.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)

Human Systems

SS 5.3.4 Students will 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 (e.g., language, religion, food)

SS 5.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)

SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States

Human/Environment Interaction

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SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.

SS 5.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)

SS 5.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)

SS 5.3.5.c Analyze issues related to the natural setting in Early America (e.g., access to water, construction materials, and raw materials for daily living and economic development; impact of climate and terrain on living conditions and movement of people goods and services)

SS 5.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)

SS 5.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)

Application of Geography to Issues and Events

SS 5.3.6 Students will use geographic skills to interpret issues and events.

SS 5.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the East Coast

SS 5.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

(United States: First Americans to the Constitution)

Chronological Thinking

SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.

SS 5.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)

SS 5.4.1.b Select and record key national events in chronological order (e.g., timelines)

SS 5.4.1.c Examine the chronology of historical events in the United States and their impact on the past, present, and future

Historical Comprehension

SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

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SS 5.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures,

SS 5.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts

SS 5.4.2.c Describe the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 5.4.3 Students will describe and explain multiple perspectives of historical events.

SS 5.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)

SS 5.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)

Historical Analysis and Interpretation

SS 5.4.4 Students will analyze past and current events, issues, and problems.

SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration

SS 5.4.4.b Examine alternative courses of action in United States history (e.g., *What were the causes of the American Revolution?*)

SS 5.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)

SS 5.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)

SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)

Historical Research Skills

SS 5.4.5 Students will develop historical research skills.

SS 5.4.5.a Develop questions about United States history

SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 5.4.5.c Gather historical information about the United States (e.g., document archives, newspapers,

SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

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Nebraska Social Studies Standards
Grades 6-8
(United States/World)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 8.1.1 Students will summarize the foundation, structure, and function of the United States

SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)

SS 8.1.1.b Describe the structure and roles of government

SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)

SS 8.1.1.d Explain how various government decisions impact people, places, and history

SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)

SS 8.1.1.f Describe the history of political parties in the United States

SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)

SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security

Civic Participation

SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.

SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)

SS 8.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

SS 8.1.2.c Demonstrate civic engagement (e.g., service learning projects, volunteerism)

SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States

SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, Booker T. Washington)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

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SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.

SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular

SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market

SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)

SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy

SS 8.2.2 Students will describe the relationship between supply and demand.

SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)

SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)

Institutions

SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.

SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)

SS 8.2.3.b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)

SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market

SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)

Financial Literacy

SS 8.2.5 Students will identify the basic economic systems in the global economy.

SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)

SS 8.2.5.b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)

Government

SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.

SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)

SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)

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SS 8.2.11 Students will explain how tax revenues are collected and distributed.
SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)
SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)

Globalization

SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.
SS 8.2.12.a Differentiate between exports and imports
SS 8.2.12.b Explain how individuals gain through specialization and voluntary trade

SS 8.2.13 Students will identify how international trade affects the domestic economy.
SS 8.2.13.a Explain that currency must be converted to make purchases in other countries
SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down

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

The World in Spatial Terms

SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.
SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where
SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)
SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)

Places and Regions

SS 8.3.2 Students will examine how regions form and change over time.
SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)
SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)

SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)
SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)
SS 8.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities

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Physical Systems

SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment.

SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)

SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/ precipitation/drought)

SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)

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Human Systems

SS 8.3.4 Students will analyze and interpret patterns of culture around the world.

SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)

SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)

SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities)

Human/Environment Interaction

SS 8.3.5 Students will analyze how humans have adapted to different physical environments.

SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)

SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)

SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)

SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)

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SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels

Application of Geography to Issues and Events

SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.
SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)

SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

(United States: Colonial America to the Progressive Era)

Chronological Thinking

SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.
SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)
SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)
SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future

Historical Comprehension

SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.
SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction:

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Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver,

SS 8.4.2.b (US) Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts

SS 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple

SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)

SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)

Historical Analysis and Interpretation

SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.

SS 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration

SS 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., *Why and how was land acquired?*)

SS 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)

SS 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)

SS 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)

Historical Research Skills

SS 8.4.5 Students will develop historical research skills.

SS 8.4.5.a (US) Develop questions about United States history

SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)

SS 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the

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local, state, national, and international levels.

(World: Beginning to 1000 CE)

Chronological Thinking

SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
SS 8.4.1.a (WLD) Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)

SS 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)

SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future

Historical Comprehension

SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.
SS 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa)

SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts

SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.
SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)

SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, Conference of Berlin, images and videos - Terracotta Soldiers, Untouchables, foot binding)

Historical Analysis and Interpretation

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SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems. SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration

SS 8.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., *How were ideas and products diffused to other regions?*)

SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)

SS 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion)

SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)

Historical Research Skills

SS 8.4.5 Students will develop historical research skills.

SS 8.4.5.a (WLD) Develop questions about world history

SS 8.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)

SS 8.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)

Nebraska Social Studies Standards
High School
(United States/World)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti- Federalist Papers)

SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college)

SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation,

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naturalization of citizens
SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)
SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)
SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)
SS 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States
SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)

Civic Participation

SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.
SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)
SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

SS 12.1.2.c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning)
SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue
SS 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)
SS 12.1.2.f Critique various media sources for accuracy and perspective

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.
SS 12.2.1.a Explain how the factors of production are bought and sold in the market
SS 12.2.1.b Analyze the role of the product market and the resource market
SS 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product)
SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive
SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and

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demand of labor, worker skills and qualifications)

SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)

SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.

SS 12.2.2.a Understand demand, quantity demanded, and changes in demand

SS 12.2.2.b Understand supply, quantity supplied, and changes in supply

SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand

SS 12.2.2.d Hypothesize how competition between sellers could results in lower prices, higher quality products, and better customer service

SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)

Institutions

SS 12.2.3 Students will analyze how economic institutions impact individuals and groups.

SS 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)

SS 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)

SS 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy

SS 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)

SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity

SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.

SS 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property)

SS 12.2.4.b Describe the role of market economy in United States history (e.g., periods of prosperity, recessions, and overall growth)

Financial Literacy

SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.

SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)

SS 12.2.5.b Evaluate the historical use of various economic systems

SS 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)

SS 12.2.6 Students will understand economic concepts that support rational decision making.

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SS 12.2.6.a Explore employment trends and reasons for growth and decline in employment

SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis

SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents

SS 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education)

SS 12.2.7 Students will apply effective money management concepts.

SS 12.2.7.a Organize personal finances and use a budget to manage cash flow

SS 12.2.7.b Compare and contrast checking and savings accounts

SS 12.2.7.c Assess the effects of taxes on personal income

SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.

SS 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using

SS 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages)

SS 12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops)

SS 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision

SS 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.

SS 12.2.9.a Explain the importance of saving to ensure financial security

SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)

SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)

Government

SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems. SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)

SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)

SS 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity

SS 12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)

SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)

SS 12.2.11 Students will examine the government's influence on economic systems through

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fiscal policy.

SS 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)

SS 12.2.11.b Examine the impact of fiscal policy on budget deficits\surpluses and national debt

SS 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical)

Globalization

SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations.

SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)

SS 12.2.12.b Identify goods which are available at a lower price because of international trade

SS 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market

SS 12.2.13 Students will evaluate how international trade affects the domestic economy.

SS 12.2.13.a Identify goods which are available at a lower price because of international trade

SS 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market

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

The World in Spatial Terms

SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)

SS 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)

SS 12.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)

SS 12.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)

Places and Regions

SS 12.3.2 Students will examine how regions form and change over time.

SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade)

SS 12.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, parks, sub-cultures, nationalism, territoriality, iconography)

SS 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization,

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fertility and mortality, industrialization)

SS 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)

SS 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)

SS 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)

Physical Systems

SS 12.3.3 Students will interpret how natural processes interact to create the natural environment.

SS 12.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)

SS 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and

SS 12.3.3.c Identify and explain world patterns of extreme events

SS 12.3.3.d Identify and explain global ocean and atmospheric systems

SS 12.3.3.e Compare and contrast world climate regions

Human Systems

SS 12.3.4 Students will analyze and interpret patterns of culture around the world.

SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)

SS 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)

SS 12.3.4.c Compare and contrast changes in human settlement patterns over time

SS 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries

SS 12.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language)

SS 12.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality)

SS 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)

SS 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)

SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between

Human/Environment Interaction

SS 12.3.5 Students will evaluate interrelationships between people and the environment.

SS 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El

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Nino, floods, tsunamis, droughts, and volcanoes

SS 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)

SS 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)

SS 12.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)

SS 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)

Application of Geography to Issues and Events

SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.

SS 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)

SS 12.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g., use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was contaminated.

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

(United States: Progressive Era to Present)

Chronological Thinking

SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.

SS 12.4.1.a (US) Describe concepts of time and chronology (e.g., Progressive Era, Expansion, World War I, The Depression, The New Deal, World War II, Cold War, Civil Rights Era, Space Exploration, Economic Boom and Recessions, Contemporary United States)

SS 12.4.1.b (US) Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)

SS 12.4.1.c (US) Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future

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Historical Comprehension

SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals; Progressive Era: Teddy Roosevelt, *The Jungle* , Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression: Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps, Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan; Civil Rights Era: Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as Brown v. Board of Education, key legislation; Contemporary United States: patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs,

SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts

SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources

Multiple Perspectives

SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple

SS 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women's rights)

SS 12.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers)

Historical Analysis and Interpretation

SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.

SS 12.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration

SS 12.4.4.b (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., *What are the possible outcomes of peace treaties?*)

SS 12.4.4.c (US) Evaluate how decisions affected events in the United States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)

SS 12.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korean Conflict, Cuban Missile Crisis, assassination of political leaders, Vietnam Conflict, Middle East Peace Efforts, 9/11 and other acts of terrorism)

SS 12.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)

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Historical Research Skills

SS 12.4.5 (US) Students will develop historical research skills.

SS 12.4.5.a (US) Develop questions about United States history

SS 12.4.5.b (US) Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 12.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)

SS 12.4.5.d (US) Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

(World: 1000 CE to Present)

Chronological Thinking

SS 12.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.

SS 12.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)

SS 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)

SS 12.4.1.c (WLD)Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future

Historical Comprehension

SS 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.

SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization)

SS 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts

SS 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources**Multiple Perspectives**

SS 12.4.3 (WLD) Students will analyze and evaluate historical and current events from

multiple perspectives.

SS 12.4.3.a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)

SS 12.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the Life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremberg Laws)

Historical Analysis and Interpretation

SS 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.

SS 12.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration

SS 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., *How does conflict impact political borders?*)

SS 12.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances,

SS 12.4.4.d (WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)

SS 12.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)

Historical Research Skills

SS 12.4.5 (WLD) Students will develop historical research skills.

SS 12.4.5.a (WLD) Develop questions about World history

SS 12.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)

SS 12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)

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Statewide System of Assessment and Reporting
Reporting Schedule ~~2012-2015~~ 2014-2017

School Year	Assessment	Grade Levels
~~2012-2013~~	~~Statewide Reading Assessment~~..... ~~Statewide Mathematics Assessment~~..... ~~Statewide Science Assessment~~..... ~~Statewide Writing Assessment~~..... ~~National Assessment Instrument*+~~.....	~~3-8, 11~~ ~~3-8, 11~~ ~~5, 8, 11~~ ~~4, 8, 11~~ ~~Recommended 4, 8, 10~~
~~2013-2014~~	~~Statewide Reading Assessment~~..... ~~Statewide Mathematics Assessment~~..... ~~Statewide Science Assessment~~..... ~~Statewide Writing Assessment~~..... ~~National Assessment Instrument*+~~.....	~~3-8, 11~~ ~~3-8, 11~~ ~~5, 8, 11~~ ~~4, 8, 11~~ ~~Recommended 4, 8, 10~~
2014-~~2015~~ 2017	Statewide Reading Assessment..... Statewide Mathematics Assessment..... Statewide Science Assessment..... Statewide Writing Assessment..... National Assessment Instrument*+.....	3-8, 11 3-8, 11 5, 8, 11 4, 8, 11 Recommended 4, 8, 10

Nonpublic school systems report to the head administrator or governing board.
+ Public school districts report to the Department of Education on or before June 30.

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State Statute 79-724

American citizenship; committee on Americanism; created; duties; required instruction; patriotic exercises; duties of officers.

An informed, loyal, just, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be fully acquainted with the nation's history and that he or she be in full accord with our form of government and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence men and women throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the hearts and minds of the youth of the state.

(1) Every school board shall, at the beginning of each school year, appoint from its members a committee of three, to be known as the committee on Americanism. The committee on Americanism shall:

(a) Carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school. Such textbooks shall adequately stress the services of the men and women who achieved our national independence, established our constitutional government, and preserved our union and shall be so written to include contributions by ethnic groups as to develop a pride and respect for our institutions and not be a mere recital of events and dates;

(b) Assure themselves as to the character of all teachers employed and their knowledge and acceptance of the American form of government; and

(c) Take all such other steps as will assure the carrying out of the provisions of this section.

(2) All American history courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups (a) to the development and growth of America into a great nation, (b) to art, music, education, medicine, literature, science, politics, and government, and (c) to the war services in all wars of this nation.

(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose:

(a) The recital of stories having to do with American history or the deeds and exploits of American heroes;

(b) The singing of patriotic songs and the insistence that every pupil memorize the Star-Spangled Banner and America; and

(c) The development of reverence for the flag and instruction as to proper conduct in its presentation.

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(4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools, at least three periods per week shall be set aside to be devoted to the teaching of American history from approved textbooks, taught in such a way as to make the course interesting and attractive and to develop a love of country.

(5) In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters:

(a) The United States Constitution and the Constitution of Nebraska;

(b) The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies; and

(c) The duties of citizenship.

(6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day, and Veterans Day, or on the day preceding or following such holiday, if the school is in session.

(7) Every school board, the State Board of Education, and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section, and neglect thereof by any employee or appointed official shall be considered a dereliction of duty and cause for dismissal.

Source:

Laws 1949, c. 256, § 19, p. 697; Laws 1969, c. 705, § 1, p. 2705; Laws 1971, LB 292, § 3; R.S.1943, (1994), § 79-213; Laws 1996, LB 900, § 398; Laws 1999, LB 272, § 86.

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Appendix G

Outline of A QuESTT

Accountability for a Quality Education System for Today and Tomorrow

A QuESTT is a framework that describes the accountability system for the performance of public schools and districts. The framework is built on six tenets and addresses two broad categories of quality education systems: 1) Student Success and Access to include the following tenets: Positive Partnerships, Relationships and Student Success; Transitions; Educational Opportunities and Access; and 2) Teaching and Learning to include the following tenets: College and Career Ready; Assessment, and Educator Effectiveness. A QuESTT seeks to integrate educational accountability, assessment, public school and district accreditation, career education and the effective use of data for continuous improvement.

The A QuESTT framework is used to support the improvement efforts of public schools and districts, including those districts containing schools designated as priority schools, schools in most need of assistance to improve student achievement. A QuESTT is also used to recognize best practices of excellence by public schools and districts that may be shared among schools.

A QuESTT TENETS	
STUDENT SUCCESS AND ACCESS	
Positive Partnerships, Relationships & Student Success	The State Board of Education believes student engagement through positive partnerships and relationships is fundamental to successful schools and districts. The State Board supports schools and districts in implementing best practices in student, parent/family, and community engagement to enhance educational experiences and opportunities.
Transitions	The State Board of Education believes quality educational systems focus on supports for students transitioning between grade levels, programs, schools, districts, and ultimately, college and career.
Educational Opportunities & Access	The State Board of Education believes every student should have access to coordinated and comprehensive instructional opportunities to be prepared for learning, earning, and living.
TEACHING AND LEARNING	
College & Career Ready	The State Board of Education believes every student shall be prepared to pursue postsecondary educational opportunities and career goals upon completion of secondary education.
Assessment	The State Board of Education believes the results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards and be used as an integral part of the instructional process.
Educator Effectiveness	The State Board of Education believes students should be surrounded by effective educators throughout every learning experience, and every school and district should develop effective teachers and leaders who establish a culture of success.

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