

S T R A N D	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will i	# OF DAYS NEEDED FOR MASTERY	DATES TAUGHT	DATE ASSESS ED	ASSESSMENT TYPE (classroom, STAR, objective, subjective, project, etc.)	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES	VOCABULARY
	4.1 Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.	* identify changes that have occurred in the community of York * explain how towns developed * explain the differences & similarities of rural and urban communities * summarize how towns are different	Ongoing	September - May	Ongoing	Teacher Observation	Individual student maps of York Nystrom maps Experience York County pamphlet from York County Visitors Bureau	Venn Diagram of rural/urban similarities and differences Find the students' homes on York map Discuss experiences students have had in York and surrounding communities	Rural Urban Community Town City
	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.	*Identify & describe different cultural celebration * Compare & contrast cultures of families past & present	Ongoing	August - May	Ongoing	Teacher Observation	International Children Resource Book Literature: Corner Store Long Ago Children Ox-Cart Man	Discuss individual children's country of heritage and create maps Color flags and children in native dress from their country of origin Take a trip to Wessels Farm to learn about life in the 1920s	Past Present Future Heritage Atlas Map Globe
	4.3 Students will describe social and economic development of Nebraska in the 20 th century	* Describe people who work to earn money to buy needs and wants	10	September - October	October	Nystrom Unit 2 Test	Nystrom Unit 2 Exploring a Community	Lessons 1-7 of Unit 2 in Nystrom Nystrom CD-Rom on Lesson 5	Needs Wants Producers Consumers Goods Services
	4.4 Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.								
	4.5 Students will describe Nebraska's history, including geographic factors, from European contact to statehood.	* Compare & contrast cultures of families past & present	Three weeks	December	December	Teacher Observation	Little House on the Prairie videos Wessels Farm	Watch videos and compare to today Visit Wessels Farm & compare and contrast likenesses and differences	Inventions Electricity
	4.6 Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.								

S T R A N D	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will i	# OF DAYS NEEDED FOR MASTERY	DATES TAUGHT	DATE ASSESS ED	ASSESSMENT TYPE (classroom, STAR, objective, subjective, project, etc.)	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES	VOCABULARY
	4.13 Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.								
	4.14 Students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures.								
	4.15 Students will identify and describe the responsibilities of the elected mayor, governor and president on the local, state and federal level.								