| S T R A N D | STANDARD | OBJECTIVES (What it looks like in the classroom) The learner will í | # 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 studentsøhomes 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 childrens 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 Nebraskas history, including geographic factors, from European contact to statehood. 4.6 Students will identify significant individuals, historical | * 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 6 compare and contrast likenesses and differences | Inventions Electricity |
| | events and symbols in their community and in Nebraska and explain their importance. | | | | | | | | |

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| | Student will use higher level thinking processes to evaluate and analyze primary sources and other resources. | | | | | | | | |
| | 4.8 Students will describe characteristics of a market economic system and the interactions of consumers and producers. | * Differentiate needs and wants * Identify people who work in jobs which produce goods and services * 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 Lesson 5 | Needs Wants Goods Factory Producer Consumer Services community |
| | 4.9 Students will demonstrate an understanding of money and the financial system used in the United States. | * Identify U.S. currency | 15 | October - November | November | Teacher Observation | Money in bills and coins Chapter 3 Math Text Skill Sheets | Counting games Mixed counting practice | Penny nickel dime quarter half dollar dollar bill cents dollars |
| | 4.10 Students will identify and use essential map elements. | * Demonstrate the use of a map and map key. | Ongoing | August - May | Ongoing | Nystrom Unit 3 Test | Scholastic News Over the River Unit Nystrom Unit 3 | Scholastic News Magazines Over the River packet Nystrom Exploring Where and Why CD-Rom Lessons 6-11 | Symbol Atlas Globe Map |
| | 4.11 Students will use maps and globes to acquire information about people, places, and environments. | * Demonstrate the use of a map and map key *Locate community on NE, US and world maps *Locate oceans and continents | Ongoing | August - May | Ongoing | Locate and label oceans and continents on world map Nystrom Unit 6 test | Nystrom globes and maps Atlas Nystrom Units 1, 3, 4, 6 | Using an atlas and globe to locate oceans and continents Nystrom lessons | Continent Map key Compass rose Capital North, south, east, west Direction |
| | 4.12 Students will identify the geographic and human characteristics of the regions of the United States and Nebraska. | | | | | | | | |

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|----------------------------|---|---|----------------------------------|--------|--------------|--|--|------------------------|------------|
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| | 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. | | | | | | | | |
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