

# **Primary Grades K-2 Social Studies Essential Standards**

## **Standard #1: Connections**

Explain relationships.

## **Standard #2: Diversity**

Identify similarities and differences.

## **Standard #3: Perspectives**

Recognize and demonstrate an understanding of how experiences affect individuals and others.

## **Standard #4: Structures**

Recognize social institutions and environments.

# Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Nebraska Social Studies Standard Reference **(NE)**
5. Program Standard Reference **(PS)**
6. Level of Teacher Instruction:  
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce **(I)**: To provide with a beginning knowledge or brief first experience. No assessment.

Develop **(D)**: To progress from simple to more complex through practice. Check for understanding as needed.

Master **(M)**: To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

**Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.**

# Archdiocese of Omaha Social Studies Content Checklist

## Primary Grades K-2

		Grade	Grade	Grade
		K	1	2
<b>1</b>	Demonstrate an understanding that history relates to events and people of other times and places:			
<b>1.1</b>	- use calendars and timelines to show sequence and change	I	D,M	
<b>1.2</b>	- recognize that people, places, and things change over time (NE 1.1; PS #1, 2, 3, 4)	I,D	M	
<b>2</b>	Compare the relative location of people, places and things:			
<b>2.1</b>	- recognize cardinal directions on a simple map	I	D,M	
<b>2.2</b>	- name community symbols: traffic signs and traffic lights	I,D,M		
<b>2.3</b>	- recognize the physical shape of our state, nation and continent		I	D,M
<b>2.4</b>	- locate land and water on simple maps, globes, or other models	I	D,M	
<b>2.5</b>	- name destination and identify location (NE 1.3; PS #4)	I	D,M	
<b>3</b>	Recognize that climate, location and physical surroundings affect the lives of people:			
<b>3.1</b>	- discuss environmental influences on food, clothing, shelter, transportation, and recreation	I	D,M	
<b>3.2</b>	- recognize that seasons vary from place to place (NE 1.4; PS #1, 2, 3, 4)	I,D	M	
<b>4</b>	Identify forms and uses of technology, such as transportation and communication past and present:			
<b>4.1</b>	- describe the importance of transportation and communication (NE 1.5; PS #1, 4)	I	D,M	
<b>5</b>	Identify basic economic concepts:			
<b>5.1</b>	- recognize the difference between basic needs and wants: food, clothing, shelter and affection	I	D,M	
<b>5.2</b>	- explain differences between buyers and sellers/goods and services (NE 1.6; PS #1, 2, 3, 4)	I	D,M	
<b>6</b>	Explain how families and individuals earn, spend and save:			
<b>6.1</b>	- match simple descriptions of work that people do with the names of those jobs (NE 1.7; PS #1, 2, 4)	I	D,M	
<b>7</b>	Recognize good citizenship and its importance:			
<b>7.1</b>	- explain the importance of respect for people	I,D	M	
<b>7.2</b>	- role play the importance of respect for people	I	D	M
<b>7.3</b>	- show respect for individuals and other people's belongings	I	D,M	
<b>7.4</b>	- recognize and demonstrate an understanding of how actions affect others: cooperation, fairness and rules	I,D	M	
<b>7.5</b>	- determine rules for location and activities	I	D,M	
<b>7.6</b>	- identify community groups of which students are members: family, school, church, scouts, etc.	I,D	M	
<b>7.7</b>	- participate in classroom elections	I,D	M	
<b>7.8</b>	- name the President or other elected leaders (NE 1.8; PS #1, 2, 3, 4)	I	D,M	
<b>8</b>	Identify patriotic symbols and actions:			
<b>8.1</b>	- name patriotic symbols and actions: flag, Pledge, National Anthem, Statue of Liberty and other important monuments (NE 1.9; PS #1, 2, 3, 4)	I	D,M	

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<b>9</b>	Compare communities and describe how United States and Nebraska communities changed physically and demographically over time:			
<b>9.1</b>	- identify changes in daily life past and present			I
<b>9.2</b>	- compare environmental influences on food, clothing, shelter, transportation and recreation ( <b>NE 4.1</b> ; PS #1, 2, 3, 4)			I
<b>10</b>	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:			
<b>10.1</b>	- identify regional characteristics			I
<b>10.2</b>	- identify important men and women from different cultural and ethnic groups			I
<b>10.3</b>	- identify contributions of special groups ( <b>NE 4.2</b> ; PS #1, 2, 3, 4)			I
<b>11</b>	Describe social and economic development of Nebraska in the 20th century:			
<b>11.1</b>	- explain the impact of advances in transportation, communication, immigration and economic development			I
<b>11.2</b>	- recognize and identify important inventions and describe the importance of inventions in communication and transportation ( <b>NE 4.3</b> ; PS #1, 2, 3, 4)		I	D
<b>12</b>	Describe characteristics of a market economic system and the interactions of consumers and producers:			
<b>12.1</b>	- explain differences between consumers and producers ( <b>NE 4.8</b> ; PS #1, 2, 4)			I
<b>13</b>	Identify and use essential map elements:			
<b>13.1</b>	- understand map keys, grid system ( <b>NE 4.10</b> ; PS # 1, 4)			I,D
<b>14</b>	Use maps and globes to acquire information about people, places and environments:			
<b>14.1</b>	- sketch maps to illustrate places described in narratives			I
<b>14.2</b>	- locate and identify on maps and globes his/her local city or county ( <b>NE 4.11</b> ; PS #1, 4)			I
<b>15</b>	Identify the geographic and human characteristics of the regions of the United States and Nebraska:			
<b>15.1</b>	- identify capital cities and major cities			I
<b>15.2</b>	- name the countries and bodies of water, which border the United States ( <b>NE 4.12</b> ; PS #4)			I
<b>16</b>	Describe the process of making laws, carrying out laws and determining if laws have been violated:			
<b>16.1</b>	- describe the election process			I
<b>16.2</b>	- identify the consequences of violating the law			I
<b>16.3</b>	- explain the role of citizenship in the promotion of law ( <b>NE 4.13</b> ; PS #1, 3)			I
<b>17</b>	Identify and describe the responsibilities of the elected mayor, governor and president on the local, state and federal level:			
<b>17.1</b>	- name the mayor, governor, and the President of the United States and list several responsibilities of each ( <b>NE 4.15</b> ; PS #1, 4)			I

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