

# **Intermediate Grades 3-5 Social Studies Essential Standards**

## **Standard #1: Connections**

Explore the effects of relationships.

## **Standard #2: Diversity**

Explain similarities and differences.

## **Standard #3: Perspectives**

Examine historical and cultural influences on individuals and society.

## **Standard #4: Structures**

Investigate the components that make up global societies.

# 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	<b>(I):</b>	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	<b>(D):</b>	To progress from simple to more complex through practice. Check for understanding as needed.
Master	<b>(M):</b>	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 Checklist Intermediate Grades 3-5

		Grade 3	Grade 4	Grade 5
1	Compare communities and describe how United States and Nebraska communities changed physically and demographically over time:			
1.1	- identify changes in daily life past and present	D	M	
1.2	- compare environmental influences on food, clothing, shelter, transportation and recreation ( <b>NE 4.1</b> ; PS #1, 2, 3, 4)	D	M	
2	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:			
2.1	- identify regional characteristics	D	M	
2.2	- identify important men and women from different cultural and ethnic groups	D	M	
2.3	- identify contributions of special groups ( <b>NE 4.2</b> ; PS #1, 2, 3, 4)	D	M	
3	Describe social and economic development of Nebraska in the 20th century:			
3.1	- recognize and identify important inventors and describe the importance of inventions in communications	M		
3.2	- explain the impact of advances in transportation, communication, immigration and economic development ( <b>NE 4.3</b> ; PS #1, 2, 3, 4)	D	M	
4	Describe the interaction between Native Americans and their environment prior to European contact ( <b>NE 4.4</b> ; PS #1, 2, 3, 4)	I,D	M	
5	Describe Nebraska's history, including geographic factors, from European contact to Statehood ( <b>NE 4.5</b> ; PS #1, 2)	I	D,M	
6	Identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance:			
6.1	- recognize and describe the past and present contributions of Native Americans, Hispanic Americans, African Americans, European Americans and Asian Americans	I	D,M	
6.2	- recognize accomplishments of prominent Nebraskans ( <b>NE 4.6</b> ; PS #1, 2, 3, 4)	I	D,M	
7	Use higher level thinking processes to evaluate and analyze primary sources and other resources:			
7.1	- identify, analyze and make generalizations using primary sources	I	D,M	
7.2	- compare documentary sources on historical figures, events with fictionalized characters and events to distinguish fact from fiction ( <b>NE 4.7</b> ; PS #1, 2, 3)	I	D,M	
8	Describe characteristics of a market economic system and the interactions of consumers and producers:			
8.1	- explain differences between consumers and producers	D	M	
8.2	- identify how changing modes of transportation and communication by entrepreneurs have changed the economic system of the United States and Nebraska	I	D,M	
8.3	- explain the purpose of taxes and their use and collection in the United States economic system ( <b>NE 4.8</b> ; PS #1, 2, 4)	I	D,M	
9	Demonstrate an understanding of money and the financial system used in the United States ( <b>NE 4.9</b> ; PS #1, 4)	I	D,M	
10	Identify and use essential map elements:			
10.1	- distinguish between longitude and latitude	I	D,M	
10.2	- use the equator and prime meridian to identify the hemisphere	I	D,M	
10.3	- use cardinal directions	I	D,M	
10.4	- use the grid system and find locations	M		
10.5	- use and understand map keys ( <b>NE 4.10</b> ; PS #1, 4)	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 maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

## Archdiocese of Omaha Social Studies Checklist Intermediate Grades 3-5

		Grade 3	Grade 4	Grade 5
<b>11</b>	Use maps and globes to acquire information about people, places and environments:			
<b>11.1</b>	- sketch maps to illustrate places	<b>D</b>	<b>M</b>	
<b>11.2</b>	- locate and identify on maps and globes his/her local city or county ( <b>NE 4.11</b> ; PS #1, 4)	<b>D</b>	<b>M</b>	
<b>12</b>	Identify the geographic and human characteristics of the regions of the United States and Nebraska:			
<b>12.1</b>	- identify the capital cities and major cities	<b>D</b>	<b>M</b>	
<b>12.2</b>	- name the countries and bodies of water, which border the United States ( <b>NE 4.12</b> ; PS #1, 4)	<b>D</b>	<b>M</b>	
<b>13</b>	Describe the process of making laws, carrying out laws and determining if laws have been violated:			
<b>13.1</b>	- describe the constitutional rights and responsibilities of being a U.S. citizen	<b>I</b>	<b>D</b>	<b>M</b>
<b>13.2</b>	- describe the election process	<b>D</b>	<b>M</b>	
<b>13.3</b>	- identify the consequences of violating the law	<b>D</b>	<b>M</b>	
<b>13.4</b>	- explain the role of citizenship in the promotion of laws ( <b>NE 4.13</b> ; PS #1, 3, 4)	<b>D</b>	<b>M</b>	
<b>14</b>	Name the elected mayor, governor and president on the local, state and federal level and describe the responsibilities of each ( <b>NE 4.15</b> ; PS #1, 4)	<b>I</b>	<b>D,M</b>	
<b>15</b>	Describe how our community, state and nation rely on people in other parts of the world (PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>16</b>	Explain how technology has changed the way we live and how it will help shape our future (PS #1, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>17</b>	Explore careers using knowledge gained from talents and interests (PS #1, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>18</b>	Recognize how race, religion, gender and ethnicity have influenced different points of view (PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>19</b>	Demonstrate skills for historical analysis:			
<b>19.1</b>	- sequence interrelated ideas, events, people and places	<b>I</b>	<b>D</b>	<b>M</b>
<b>19.2</b>	- distinguish fact from fiction by examining a variety of sources from different points of view	<b>I</b>	<b>D</b>	<b>M</b>
<b>19.3</b>	- explain historical perspectives of diverse cultural and ethnic groups ( <b>NE 5.1</b> ; PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>20</b>	Explain the structure and operation of the United States economy and the role of citizens as producers and consumers:			
<b>20.1</b>	- describe the function of money, savings and credit	<b>I</b>	<b>D</b>	<b>M</b>
<b>20.2</b>	- explain the impact of human, capital and natural resources on the economy ( <b>NE 5.3.1</b> ; PS #1, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>21</b>	Summarize the rights and responsibilities of United States citizens ( <b>NE 5.3.2</b> ; PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>22</b>	Improve skills in historical research and geographical analysis:			
<b>22.1</b>	- recognize and interpret primary and secondary sources to make generalizations about events and life ( <b>NE 5.4.1</b> ; PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
<b>23</b>	Compare the United States economic system to systems in other countries:			
<b>23.1</b>	- describe the government's role in the United States economy			<b>I</b>
<b>23.2</b>	- describe the impact of government policies on individuals and businesses, taxation and government borrowing ( <b>NE 8.3.6</b> ; PS #1, 4)			<b>I</b>
<b>24</b>	Demonstrate skills for historical analysis:			
<b>24.1</b>	- construct various timelines of history highlighting landmark dates, technological changes, major political and military events and major historical figures			<b>I</b>
<b>24.2</b>	- examine geography to interpret the past by using maps and place events to recognize the shift in boundaries and culture/religious groups through time ( <b>NE 8.4.2</b> ; PS #1, 2, 3, 4)			<b>I</b>

**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 maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

- 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 maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.