

Middle School Grades 6-8 Social Studies Essential Standards

Standard #1: Connections

Compare the effects of interactions.

Standard #2: Diversity

Analyze the effects of similarities and differences.

Standard #3: Perspectives

Analyze values and opinions to realize one's role in society.

Standard #4: Structures

Compare and contrast the components that make up global societies.

Directions for Use of the 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

Middle School 6-8

		Grade	Grade	Grade
		6	7	8
1	Compare the United States economic system to systems in other countries:			
1.1	- describe the government's role in the United States economy, e.g., maintaining competition, providing goods and services	D	D	M
1.2	- describe the impact of government policies, on individuals and businesses, taxation and government borrowing	D	D	M
1.3	- explain the difference between traditional command and market economies	I	D,M	
1.4	- analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics in mixed economic systems	I	D	M
1.5	- analyze skills necessary for career opportunities, e.g., individual abilities, skills and education and the changing supply and demand for those skills in the economy (NE 8.3.6 ; PS #1, 2, 3, 4)	I	D	M
2	Summarize the rights and responsibilities of United States citizens:			
2.1	- 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	I	D	M
2.2	- identify the way individuals of cultural, ethnic and other interest groups can influence government	I	D	M
2.3	- describe the election process and appointment of officials	I	D	M
2.4	- describe the impact of the media on public opinion and policy makers	I	D,M	
2.5	- compare the election process at the local, state and national levels of government (NE 8.3.7 ; PS #1, 2, 3, 4)	I	D	M
3	Demonstrate skills for historical analysis:			
3.1	- 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 and make generalizations about events in the United States and world	I	D	M
3.2	- identify and describe characters, settings and events from American and world history from various literary sources	I	D,M	
3.3	- construct various time lines of history highlighting landmark dates, technological changes, major political and military events and major historical figures	D	M	
3.4	- examine geography to interpret the past by using maps and place events to recognize the shift in boundaries and culture/religious groups through time	D,M		
3.5	- recognize and explain how nationalism, race, religion, gender and ethnicity have influenced different points of view	I,D	M	
3.6	- distinguish fact from fiction by examining documentary sources (NE 8.4.2 ; PS #1, 2, 3, 4)	I	D,M	
4	Develop skills in discussion, debate and persuasive writing by analyzing historical situations and events (NE 8.4.3 ; PS #1, 2, 3, 4)	I	D	M

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Middle School 6-8

		Grade 6	Grade 7	Grade 8
5	Improve skills in historical research and geographical analysis:			
5.1	- identify, analyze and interpret primary sources and secondary sources to make generalizations about events and life throughout history	I	D	M
5.2	- Identify, analyze and interpret global population distribution	I	D,M	
5.3	- identify and compare contemporary national political boundaries with the location of past civilizations, empires and kingdoms	I,D	M	
5.4	- identify and compare the distribution of cultural elements in the contemporary world (NE 8.4.6 ; PS #1, 2, 3, 4)	I	D,M	
6	Develop skills for historical analysis:			
6.1	- evaluate the authenticity, authority and credibility of sources			I
6.2	- formulate historical questions and defend findings based on inquiry and interpretation			I
6.3	- develop perspectives of time and place, such as the construction of various timelines of events, periods and personalities in American History			I
6.4	- communicate findings orally, in brief analytical essays, or in a comprehensive paper (NE 12.1.13 ; PS #1, 2, 3, 4)			I
7	Explain the rights, freedoms, responsibilities and benefits of citizenship in the United States (NE 12.3.9 ; PS #1, 2, 3, 4)			I
8	Examine the basic economic indicators and fundamentals of international trade:			
8.1	- define Gross Domestic Product	I	D,M	
8.2	- define and analyze Consumer Price Index, employment statistics and other measures of economic conditions		I	D
8.3	- compare and contrast the inequities in the use and exploitation of resources (NE 12.3.13 ; PS #1, 2, 3, 4)		I	D
9	Compare and contrast the distribution, growth rates and characteristics of human population, e.g. settlement patterns and the location of natural and human resources:			
9.1	- recognize past and present migration trends		I	D
9.2	- recognize past and present trends in human migration and cultural interaction as they are influenced by social, economic, political and environmental factors			I
9.3	- recognize the social, economic, political and environmental factors that influence cultural interaction			I
9.4	- recognize the importance of conserving and protecting resources		I	D
9.5	- recognize the impact of technology on individuals and societies		I	D
9.6	- recognize how the government addresses third-party costs and benefits, e.g. pollution and medical research (NE 12.4.3 ; PS #1, 2, 3, 4)			I
10	Describe disputes over borders (NE 12.4.6 ; PS #1, 2, 3, 4)		I	D
11	Demonstrate geographical skills:			
11.1	- recognize different map projections and explain the effects of distortion	I,D,M		
11.2	- apply the concepts of scale, orientation, and latitude and longitude	I,D	M	
11.3	- create and compare political, physical, and thematic maps of countries and regions (PS #1, 4)	I	D	M

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