



K-8
Social Studies
Curriculum
Standards

2020



Archdiocese of Omaha
Catholic Schools

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4 th Grade	
8 th Grade	

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Introduction

The purpose of these standards is to assist administrators and teachers of the Archdiocese of Omaha in teaching Social Studies in the Archdiocesan Catholic Schools. This guide contains clear expectations for Social Studies Standards. It is intended that this material be used in the development of local Social Studies curriculum plans, evaluating and choosing instructional materials, developing formative and summative assessments, and for the training of teachers in evidence-based instructional practices for Social Studies.

Administrators will use this curriculum to assist teachers in applying the Social Studies Standards and assessments to the specific grade levels/courses.

Teachers will use the curriculum as the basis for planning their lessons for the year. Use of this curriculum will assist students in attaining the standards for which all are accountable. Teachers are required to spend 80% of their instructional time teaching curriculum directly connected to the standards with 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Catholic Schools Mission Statement

The mission of the Catholic Schools in the Archdiocese of Omaha, Nebraska, in cooperation with the parents, is an extension of the four-fold educational mission of the Catholic Church:

- To proclaim the message of faith and morals
- To foster community
- To encourage worship and prayer
- To motivate to serve others

Each school is to foster in students a personal relationship with Jesus Christ educating them to become academically proficient and responsible, community-minded adults who will be active and loyal members of their Church and their country.

Archdiocese of Omaha Catholic School Exit Standards

All graduates of Catholic Schools in the Archdiocese of Omaha demonstrate:

- Knowledge of Catholic Church teachings of faith, morals and virtue
- Knowledge of core disciplines and fine arts
- Higher-order thinking skills
- Effective communication skills
- Effective social interaction skills
- Independent learning skills
- Life-long learning with the ability to access and utilize resources
- Knowledge of practices essential to:
 - Christ-centered families
 - Full participation in parish community life
 - Sound health in mind, body and spirit
 - Responsible stewardship
 - Mature, responsible, and sensible use of technology
 - Effective citizenship

Social Studies Program Mission Statement

The mission of Social Studies education in the Archdiocese of Omaha is to empower students to be **informed, responsible, engaged** citizens who actively participate in a culturally diverse, interdependent world through a Catholic, global perspective.

Key Indicators:

- An **informed** citizen possesses the knowledge needed to understand and analyze political, economic, and social issues.
- A **responsible** citizen applies critical thinking skills to make connections between the past, present, and future in order to understand and ethically solve problems.
- An **engaged** citizen collaborates, compromises, and participates as an active member of a community.

Introduction to the Nebraska Social Studies Standards and the Formation of a Catholic Identity in the Archdiocese of Omaha Social Studies Standards

The Nebraska Social Studies Standards are written at grade level for K-8 and the high schools standards are organized by discipline within one 9-12 grade level band. They are all organized by four main program standards, or pillars: Civics, Economics, Geography, and History.

Social Studies education is driven by inquiry, emphasizes skills and practices as preparation for decision-making, creates interdisciplinary applications, supports literacy skills, and prepares students for college, career, and civic life. These standards apply the directives found in Legislative Bill 399 for the state of Nebraska.

Teachers of Social Studies in the Archdiocese of Omaha have the privilege of empowering others to know and how to apply a Catholic global perspective in order to use the skills of decision making and be an informed and active civic member. The principles articulated in Catholic social teaching are themes that are to be woven into the Social Studies standards as they are about creating a just society for all and living as disciples of Christ in modern society.

The Seven Themes of Catholic Social Teaching

• **Life and Dignity of the Human Person** – The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. The Church believes that every person is precious, that people are more important than things and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

• **Call to Family, Community and Participation** – The Catholic Church tradition proclaims that the person is not only sacred but also social. Marriage and the family is the central social institution that must be supported and strengthened, not undermined. Our Church teaches that the role of government and other institutions is to protect human life and human dignity and promote the common good.

• **Rights and Responsibilities** – Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.

• **Option for the Poor and Vulnerable** – Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. We are instructed in Matthew 25: 31-46 to put the needs of the poor and vulnerable first.

• **The Dignity of Work and the Rights of Workers** – The Catholic Church believes that the economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God’s creation.

• **Solidarity** – Catholic social teaching proclaims that we are our brothers’ and sisters’ keepers, wherever they live. We are one human family whatever our national, racial, ethnic, economic, and ideological differences. Learning to practice the virtue of solidarity means learning that “loving our neighbor” has global dimensions in an interdependent world.

• **Care for God’s Creation** –The Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God’s creation.

From: Sharing Catholic Social Teaching: Challenges and Directions, United States Conference
of Catholic Bishops, 2012

Program Standards

Program and Essential Standards describe the knowledge and skills that students will learn. The *Program Standards* are the pillars of the content area. The *Essential Standards* are broad, overarching student expectations for learning. *Content Standards* identify what students will learn. *Indicators* define how students can show what they are learning and understanding. These standards create a framework for teaching and learning to articulate a trajectory for knowledge and acquisition across all grade and course levels. This ensures that student learning builds on prior knowledge and becomes more advanced over time.

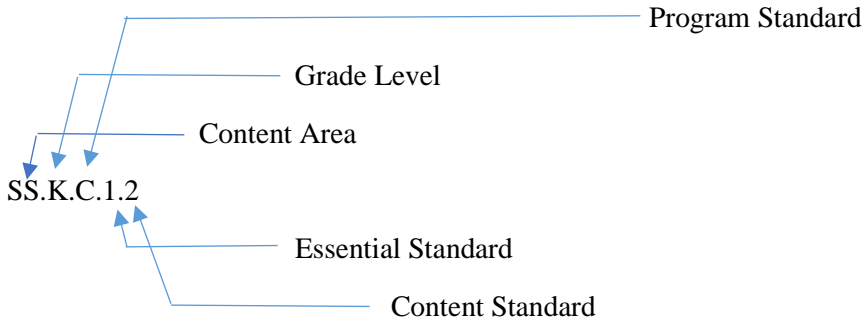
K-12 Social Studies Program Standards

Civics
Economics
Geography
History

K-12 Essential Standards

Program Standard	Essential Standard
Civics (C)	<ol style="list-style-type: none">1. Forms and Functions of Government2. Civic Participation
Economics (E)	<ol style="list-style-type: none">1. Economic Decision Making2. Financial Literacy3. Exchange and Markets4. National Economy5. Global Economy
Geography (G)	<ol style="list-style-type: none">1. Location and Place2. Regions3. Human-Environment Interaction4. Movement5. Geospatial Skills and Geo-literacy
History (H)	<ol style="list-style-type: none">1. Change, Continuity, and Context2. Multiple Perspectives3. Historical Analysis and Interpretation4. Historical Inquiry and Research

Reading the Archdiocese Social Studies Standards



Indicators are written as a A.B.C...list under each Content Standard and include examples for teachers to draw from when creating lesson plans.

Kindergarten Social Studies Standards

Myself and Others: In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning at this grade level is the student’s interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. Students begin to learn the basic concepts of fairness and respect for the rights and opinions of others. Students will use Catholic social teachings to explain and demonstrate their responsibilities based on the Catholic faith.

Civics (C)	
Catholic Connections	
<ul style="list-style-type: none"> • Why is setting and following rules good? • Are all rules good rules? • Did Jesus obey rules? • What is the purpose of a consequence for breaking a rule? 	
Essential Standard 1	Forms and Functions of Government
SS.K.C.1.1	Communicate the purpose of rules and roles within learning and living environments.
Indicators	
<p>A. Describe a rule and analyze its purpose. For example: safety, to make learning possible, to protect freedoms, to ensure consistency for all</p>	
<p>B. Identify roles in a family structure and explain their importance. For example, head of household, primary caregiver, parent/guardian, elders, siblings</p>	
Essential Standard 2	Civic Participation
SS.K.C.2.1	Demonstrate positive and productive citizenship skills
Indicators	
<p>A. Model citizenship skills. For example, respect, courtesy, honesty, voting, cultural virtues</p>	
<p>B. Communicate patriotic symbols, songs, actions, and cultural celebrations. For example: U.S. Flag, Pledge of Allegiance, “Star-Spangled Banner,” and “America the Beautiful,” cultural songs, U.S. bird (eagle)</p>	
<p>C. Communicate historical background and significance of national holidays. For example: George Washington’s Birthday, Abraham Lincoln’s Birthday, Dr. Martin Luther King, Jr.’s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Catholic Holy Days</p>	

Kindergarten Social Studies Standards

Economics (E)	
Catholic Connections	
<ul style="list-style-type: none"> • When is it good to share? • Why do grown-ups have a job and save money? • What are ways we can show gratitude that we have things we need? 	
Essential Standard 1	Economic Decision Making
SS.K.E.1.1	Differentiate between wants and needs in decision-making
Indicators	
A. Classify wants and needs and explain subsequent choices.	
Essential Standard 2	Financial Literacy
SS.K.E.2.1	Recognize money is used to purchase goods and services to satisfy economic wants and needs.
Indicators	
A. Explain the purposes of money.	
Essential Standard 3	Exchange and Markets
SS.K.E.3	Not addressed at this level
Essential Standard 4	National Economy
SS.K.E.4	Not addressed at this level
Essential Standard 5	Global Economy
SS.K.E.5	Not addressed at this level

Kindergarten Social Studies Standards

Geography (G)	
Catholic Connections	
<ul style="list-style-type: none"> • What does the fact that God made so many different parts to the earth tell us about God and can even the smartest scientists create something from nothing? • How did everything in the universe come to be? • Why did God make so many different kinds of places? 	
Essential Standard 1	Location and Place
SS.K.G.1.1	Explore where (spatial) and why people, places and environments are organized in the world.
Indicators	
<p>A. Communicate personal directions to describe relative locations of people and objects. For example: next to, over there, close to</p>	
<p>B. Identify locations in the school and around the classroom. For example: left/right, up/down, front/back, over/under, near/far, supplies, trash can, pencil sharpener, other students, library, gym, office, restroom, cafeteria</p>	
<p>C. Identify geographic tools as representations of local and distant places. For example: maps, globes, photographs, GPS (Global Positioning System)</p>	
<p>D. Identify the difference between land and water on a globe.</p>	
Essential Standard 2	Regions
SS.K.G.2.1.	Explore places and regions.
Indicators	
<p>A. Identify physical characteristics of place. For example: landforms, bodies of water, weather</p>	
<p>B. Identify human characteristics of place. For example: cities, towns, farms, roads, highways</p>	
Essential Standard 3	Human-Environment Interaction
SS.K.G.3.1	Explore the relationship between humans and their physical environment.
Indicators	
<p>A. Identify types of weather and the impact of weather on everyday life. For example: rainy, snowy, sunny, cloudy, foggy - choice of clothing, rainouts, storms (tornadoes, hurricanes, thunder)</p>	
<p>B. Identify the four seasons.</p>	
<p>C. Inquire about how people prepare for and respond to severe weather. For example: weather forecasting, tornado drills, winter clothing</p>	
Essential Standard 4	Movement

SS.K.G.4.1	Recognize that people belong to different groups and live in different settings.
Indicators	
<p>A. Identify students as members of various groups. For example: scouts, sports, classrooms, families</p>	
<p>B. Identify places in the community where people may live. For example: farms, houses, apartments</p>	
Essential Standard 5	Geospatial Skills and Geo-Literacy
SS.K.G.5.1	Use geographic skills to make connections to students' lives.
Indicators	
<p>A. Apply geographic knowledge and techniques to navigate the classroom. For example: Locate people or places in relation to each other, or make a fire evacuation plan for your home</p>	

Kindergarten Social Studies Standards

History (H)	
Catholic Connections	
<ul style="list-style-type: none"> • What are some of the events in Jesus' life that we remember? • Who are some important people from the Bible? • Who are some saints and other influential people from the Catholic Church? 	
Essential Standard 1	Change, Continuity, and Context
SS.K.H.1.1	Recognize patterns of continuity and change over time in themselves and others.
Indicators	
<p>A. Identify concepts of time and chronology. For example: yesterday, today, tomorrow, weeks, months, years</p>	
<p>B. Identify the sequence of personal events and their impact. For example: daily schedule, timelines</p>	
Essential Standard 2	Multiple Perspectives
SS.K.H.2.1	Recognize different perspectives of events.
Indicators	
<p>A. Compare perspectives of self and others. For example: events that occurred on the playground and in the classroom</p>	
Essential Standard 3	Historical Analysis and Interpretation
SS.K.H.3.1	Identify historical people, events, and symbols.
Indicators	
<p>A. Recognize historical people from a variety of cultures. For example: George Washington, Harriet Tubman, Crazy Horse, Martin Luther King, Jr., Martyrs, Saints</p>	
<p>B. Identify symbols of the United States. For example: American flag, bald eagle, Washington Monument, Statue of Liberty, Lincoln Memorial</p>	
<p>A. Differentiate between stories from the present and the past. For example: literary and informational, history vs. historical fiction, past and present including different cultural perspectives</p>	
Essential Standard 4	Historical Inquiry and Research
SS.K.H.4.1	Develop historical inquiry and research skills.
Indicators	
<p>A. Construct questions about personal history. For example: "How did my family come to live in this place?" "Where were other members of my family born?"</p>	

B. Identify and cite appropriate sources when conducting historical research.
For example: "My family member gave me this picture."

C. Gather and communicate historical information.
For example: pictures, posters, and oral narratives

Kindergarten Instructional Resources

[Nebraska Social Studies Standards SIT Resource](#): This is a comprehensive, curated list of online resources aligned to the state standards. Includes lesson plans and teacher resources as well as interactive websites for students. The list of resources includes both free and paid subscriptions.

[Saints Fun Facts](#): Short stories about both well-known and lesser known saints of the Church. Each entry gives information about the saint as well as a "fun facts" illustration.

[Classroom Economy](#): This website provides information for teachers who are interested in setting up a classroom economy. This link is specifically for Grades K-1.

1st Grade Social Studies Standards

Families - Living, Learning, and Working Together: In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away. Students will use Catholic social teachings to explain and demonstrate their responsibilities based on the Catholic faith.

Civics (C)	
Catholic Connections	
<ul style="list-style-type: none"> • When Jesus walked on Earth he had to follow society's rules, such as paying taxes. What kind of rules should we obey and why? • Is God mad when we break rules? • Why are there consequences when a rule is broken? • What is the difference between the Pope and the President of the United States? 	
Essential Standard 1	Forms and Functions of Government
SS.1.C.1.1	Analyze the relationship between roles and rules within learning and living environments
Indicators	
<p>A. Explain how rules reduce and help resolve conflicts between people with different perspectives. For example: classroom rules, cafeteria rules, playground rules, school rules, family rules, church rules</p>	
<p>B. Identify leaders within a school community and explain the importance of their roles. For example: teachers, administrators, nurse, playground supervisor, custodian, school secretary, support staff (para-educators)</p>	
Essential Standard 2	Civic Participation
SS.1.C.2.1	Demonstrate positive and productive citizenship skills
Indicators	
<p>A. Model and communicate citizenship skills. For example: responsibility, voting or decision-making within a family structure, obeying civic laws, obeying family rules, cultural virtues</p>	
<p>B. Identify patriotic symbols, songs, actions, holidays, and cultural celebrations. For example: U.S. Flag, bald eagle, Pledge of Allegiance, national holidays, cultural songs, Catholic Holy Days</p>	

C. Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, and the roles that different cultures played in our community/nation, All Saints Day

D. Compare and contrast historical and current government figures that exemplify civic engagement.

For example: governors, civic leaders of marginalized groups such as Susan B. Anthony, Martin Luther King, Jr., Rosa Parks, Chief Standing Bear, popes

1st Grade Social Studies Standards

Economics (E)	
Catholic Connections	
<ul style="list-style-type: none"> • Why do people sometimes ask you to make sure you turn the lights off? • Children aren't old enough to have real jobs, but can they still help the family use money wisely? • Why is it good to pay people who are hired to clean and fix things? 	
Essential Standard 1	Economic Decision Making
SS.1.E.1.1	Explain how scarcity necessitates making choices.
Indicators	
<p>A. Identify gains and losses when choices are made. For example: tradeoff, opportunity cost</p>	
Essential Standard 2	Financial Literacy
SS.1.E.2.1	Compare spending and saving opportunities.
Indicators	
<p>A. Give examples of situations where students and families could choose to save for future purchases.</p>	
Essential Standard 3	Exchange and Markets
SS.1.E.3.1	Explain that resources are used to produce goods and services.
Indicators	
<p>A. Categorize human and natural resources used to create goods and services. For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)</p>	
Essential Standard 4	National Economy
SS.1.E.4	Not addressed at this level
Essential Standard 5	Global Economy
SS.1.E.5	Not addressed at this level

1st Grade Social Studies Standards

Geography (G)	
Catholic Connections	
<ul style="list-style-type: none"> • Can you point on the map to where Jesus walked? • Where does the pope live? • What are ways we can show respect for our environment? 	
Essential Standard 1	Location and Place
SS.1.G.1.1	Explore where (spatial) and why people, places and environments are organized in the world.
Indicators	
A. Identify the four cardinal directions.	
B. Identify and describe locations in schools and homes and explain reasons for the locations. For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office often located near the main office? Why is the water fountain near the restroom?	
C. Create and use maps. For example: maps of the home, school, their neighborhood	
D. Distinguish between continents and oceans.	
Essential Standard 2	Regions
SS.1.G.2.1	Explore places and regions.
Indicators	
A. Identify and differentiate between physical features on maps, globes, graphics, and in the physical world. For example: mountains, plains, islands, hills, oceans, rivers, lakes, seas	
B. Identify and differentiate between human features. For example: cities, towns, suburbs, farms, buildings, bridges, streets	
C. Explain how places change over time. For example: new building, a bigger road	
Essential Standard 3	Human-Environment Interaction
SS.1.G.3.1	Explore the relationship between humans and their physical environment.
Indicators	
A. Interpret the impact of environmental hazards and severe weather on everyday life. For example: tornado drills, snow days, floods, hurricanes, droughts, extreme heat	
B. Identify Earth's natural resources. For example: minerals, air, land, water, soil	
C. Describe how people adapt to their physical environment. For example: housing, reservations, land use, recreational activities, soil conservation, build dams	

Essential Standard 4	Movement
SS.1.G.4.1	Describe the characteristics of culture.
Indicators	
<p>A. Identify cultural traits. For example: languages, religions, foods, music, dances, sports, clothing</p>	
<p>B. Describe the characteristics of individual culture. For example: foods, languages, celebrations</p>	
Essential Standard 5	Geospatial Skills and Geo-Literacy
SS.1.G.5.1	Use geographic skills to make connections to students' lives.
Indicators	
<p>A. Apply geographic knowledge and techniques to navigate the school. For example: Make a map of the school or playground.</p>	

1st Grade Social Studies Standards

History (H)	
Catholic Connections	
<ul style="list-style-type: none"> • Are people in faraway places family members? • Who are some important people from the Bible? • Who are some saints and other influential people from the Catholic Church? 	
Essential Standard 1	Change, Continuity, and Context
SS.1.H.1.1	Recognize patterns of continuity and change over time in families
Indicators	
<p>A. List and describe life events over time. For example: weekly, monthly, yearly, seasonal celebrations from different cultural perspectives</p>	
<p>B. Compare and contrast family life from earlier times and today. For example: "How was life different for earlier generations?"</p>	
Essential Standard 2	Multiple Perspectives
SS.1.H.2.1	Identify multiple perspectives of diverse family traditions.
Indicators	
<p>A. Compare and contrast family traditions across cultures. For example: holidays, celebrations, milestones</p>	
Essential Standard 3	Historical Analysis and Interpretation
SS.1.H.3.1	Describe historical people, events, and symbols.
Indicators	
<p>A. Identify the contributions of historical people. For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche</p>	
<p>B. Identify symbols of the United States. For example: national anthem, other patriotic songs, bald eagle, US flag, Statue of Liberty, Lincoln Memorial</p>	
<p>C. Describe how oral traditions, books, letters, and other artifacts help us to understand the past. For example: show and tell of an artifact from the past, visiting a museum, show the class pictures and/or videos from the past</p>	
Essential Standard 4	Historical Inquiry and Research
SS.1.H.4.1	Develop historical inquiry and research skills.
Indicators	
<p>A. Construct and answer questions about family history. For example: "Where was I born?" "What do my family members remember from when I was a small child?"</p>	

B. Identify and cite appropriate texts, letters, and other artifacts for research.

For example: the title and author of the text from which information was taken

C. Gather and communicate historical information about families.

For example: picture, posters, and oral narratives

1st Grade Instructional Resources

[Nebraska Social Studies Standards SIT Resource](#): This is a comprehensive, curated list of online resources aligned to the state standards. Includes lesson plans and teacher resources as well as interactive websites for students. The list of resources includes both free and paid subscriptions.

[Saints Fun Facts](#): Short stories about both well-known and lesser known saints of the Church. Each entry gives information about the saint as well as a “fun facts” illustration.

[Classroom Economy](#): This website provides information for teachers who are interested in setting up a classroom economy. This link is specifically for Grades K-1.

2nd Grade Social Studies Standards

Neighborhood: In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students will use Catholic social teachings to explain and demonstrate their responsibilities based on the Catholic faith.

Civics (C)	
Catholic Connections	
<ul style="list-style-type: none"> • How can children be good citizens? • How should we treat people who are different from us? • What are some things a Christian must do when voting? • What is the purpose of consequences? • Are penances in confession and during Lent punishment? • What is meant by common good? How is being quiet in class while a teacher gives directions helping the common good? 	
Essential Standard 1	Forms and Functions of Government
SS.2.C.1.1	Investigate and defend the responsibilities and rights of citizens in their communities.
Indicators	
<p>A. Contribute to developing rules by considering multiple points of view. For example: classroom meetings, voting, consensus building activities</p>	
<p>B. Demonstrate conflict management strategies as individuals, groups, and communities. For example: respectful conversations, active participation, restating others' views, checking for understanding</p>	
Essential Standard 2	Civic Participation
SS.2.C.2.1	Contribute to making decisions using democratic traditions based on established rules.
Indicators	
<p>A. Identify and apply civic responsibilities that are important to individuals and their communities. For example: voting, obeying laws, justice, equality, decision-making process in different cultures, asking forgiveness when we have done wrong</p>	
<p>B. Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions. For example: what the colors of the U.S. Flag represent, symbolism of the bald eagle, reasons for reciting the Pledge of Allegiance, why national holidays were established and celebrated, the origination of tribal songs, how cultural songs and symbols unify communities</p>	

C. Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, Catholic Holy Days

D. Investigate ways to be actively engaged to improve family, school, and community.

For example: volunteerism, participation in school clubs and organizations, classroom jobs, following rules, bully prevention

E. Model and communicate characteristics of good citizenship.

For example: establishing beliefs and justice, truth, equality, personal responsibilities for the common good, respect for diversity of opinions, cultural virtues

2nd Grade Social Studies Standards

Economics (E)	
Catholic Connections	
<ul style="list-style-type: none"> The Church uses the phrase: “preferential option for the poor.” What does this mean? What is almsgiving/tithing? 	
Essential Standard 1	Economic Decision Making
SS.2.E.1.1	Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.
Indicators	
<p>A. Justify a decision made by providing evidence of possible gains and losses. For example: tradeoff, opportunity cost, delayed gratification, savings, how we share with others who may have needs (“preferential option for the poor”)</p>	
Essential Standard 2	Financial Literacy
SS.2.E.2.1	Demonstrate knowledge of currency, its denominations, and use.
Indicators	
<p>A. Make transactions using currency emphasizing its use as a medium of exchange. For example: via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)</p>	
Essential Standard 3	Exchange and Markets
SS.2.E.3.1	Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.
Indicators	
<p>A. Explain the role of goods and services and supply and demand in a community. For example: meet wants and needs</p>	
<p>B. Describe how people in their communities earn income/wages through work. For example: babysitter, teacher, firefighter, grocery store clerk, librarian, banker, lawyer, rancher, farmer, laborer</p>	
Essential Standard 4	National Economy
SS.2.E.4.1	Identify the goods and services governments provide.
Indicators	
<p>A. Identify goods and services that local governments provide. For example: water, fire department, police, educational programs</p>	
<p>B. Explain how the local government uses taxes to pay for goods and services it provides. For example: roads, fire and law enforcement, libraries, schools</p>	

Essential Standard 5	Global Economy
SS.2.E.5	Not addressed at this level

2nd Grade Social Studies Standards

Geography (G)	
Catholic Connections	
<ul style="list-style-type: none"> If you were to draw a map of the inside of Catholic churches, what would they have in common? Where did God become man and walk on earth? 	
Essential Standard 1	Location and Place
SS.2.G.1.1	Explore where (spatial) and why people, places and environments are organized in the world.
Indicators	
<p>A. Compare and contrast maps and globes. For example: The shape of a globe makes it look more realistic. You can't see all of the continents and oceans on the globe like you can on a map unless you turn it. Maps can be transported more easily. Globes might have texture for landforms that maps do not have</p>	
<p>B. Identify and describe locations in neighborhoods. For example: home, the park, friend's house, fire station, grocery store, churches</p>	
<p>C. Identify and apply map elements. For example: title, symbols, legend, and cardinal directions</p>	
<p>D. Locate communities, Nebraska, and the United States on maps and globes.</p>	
<p>E. Explain why things are located where they are in neighborhoods.</p>	
Essential Standard 2	Regions
SS.2.G.2.1	Compare places and regions.
Indicators	
<p>A. Identify and differentiate between physical and human features of neighborhoods and communities. For example: vegetation, ravines, housing, streets, sewers, road signs</p>	
<p>B. Describe local places and regions. For example: prairie, forest, farmland, ranch land, local community</p>	
<p>C. Explain how places and regions change over time.</p>	
Essential Standard 3	Human-Environment Interaction
SS.2.G.3.1	Describe relationships between humans and the physical environment.
Indicators	

<p>A. Identify examples of Earth’s physical processes. For example: wind and water erosion/deposition</p>	
<p>B. Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities. For example: seasonal jobs (landscaping, street/grounds maintenance, construction), seasonal foods, drought causing water shortages</p>	
<p>C. Match resources to their sources. For example: food from farms, wood from trees, minerals from the ground, fish from bodies of water</p>	
<p>D. Describe how people adapt to their physical environment. For example: soil conservation, build levees, grow plants and raise animals</p>	
Essential Standard 4	Movement
SS.2.G.4.1	Describe different groups of people and the different settings where they live.
Indicators	
<p>A. Describe cultures of the local community and other communities. For example: foods, languages, celebrations, religions, music, sports</p>	
<p>B. Identify examples of cultural markers in the community. For example: religious or institutional structures, names of streets, types of businesses, buildings</p>	
Essential Standard 5	Geospatial Skills and Geo-Literacy
SS.2.G.5.1	Use geographic skills to make connections to students’ lives.
Indicators	
<p>A. Apply geographic knowledge and techniques to navigate students’ homes and neighborhoods. For example: Use navigation tools to map out shortest route to school; Map the route of a school field trip to multiple destinations</p>	

2nd Grade Social Studies Standards

History (H)	
Catholic Connections	
<ul style="list-style-type: none"> • How the Mass has changed and stayed the same in 2000 years? • Change in society can be good or bad. How do we decide if a change is good or bad? • Who are some important people from the Bible? • Who are some saints and other influential people from the Catholic Church? 	
Essential Standard 1	Change, Continuity, and Context
SS.2.H.1.1	Recognize patterns of continuity and change over time in neighborhoods.
Indicators	
<p>A. Describe how a neighborhood has changed over the course of time using maps and other artifacts. For example: pictures from school library/media center, parish historical documents</p>	
<p>B. Compare and contrast how different neighborhoods have changed over time. For example: photographs of school building, materials from local historical society, parish church history</p>	
Essential Standard 2	Multiple Perspectives
SS.2.H.2.1	Compare multiple perspectives of events within neighborhoods.
Indicators	
<p>A. Compare and contrast perspectives from multiple sources regarding the same event. For example: Compare and contrast different holiday displays in your neighborhood</p>	
Essential Standard 3	Historical Analysis and Interpretation
SS.2.H.3.1	Determine past and current events, issues, and people relevant to a neighborhood.
Indicators	
<p>A. Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood. For example: library, police station, schools, local monuments, city hall, and tribal headquarters, martyrs, saints</p>	
Essential Standard 4	Historical Inquiry and Research
SS.2.H.4.1	Develop historical inquiry and research skills.
Indicators	
<p>A. Construct and answer questions about neighborhood history. For example: What parks or community buildings are there? When were they built? When was our parish built?</p>	
<p>B. Identify, obtain, and cite appropriate primary and secondary sources for research. For example: identifying titles and authors of texts where students located information</p>	

C. Gather and present historical information about a neighborhood.
For example: Ask questions of a guest speaker in the classroom

2nd Grade Instructional Resources

[Nebraska Social Studies Standards SIT Resource](#): This is a comprehensive, curated list of online resources aligned to the state standards. Includes lesson plans and teacher resources as well as interactive websites for students. The list of resources includes both free and paid subscriptions.

[Saints Fun Facts](#): Short stories about both well-known and lesser known saints of the Church. Each entry gives information about the saint as well as a “fun facts” illustration.

[Classroom Economy](#): This website provides information for teachers who are interested in setting up a classroom economy. This link is specifically for Grades 2-3.

3rd Grade Social Studies Standards

Communities Near and Far: In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Nebraska and how they relate to other regions of the United States. Emphasis is on cultures in the United States, including the study of Native Americans and other indigenous people (such as Pacific Islanders, Native Hawaiians, Native Alaskans). Students examine these cultures from the past and in the present and the impact they have had in shaping our modern society while working towards peace and well-being of our communities. They begin to look at issues and events from more than one perspective while remembering Catholic social teachings and that we are brothers and sisters in Christ.

Civics (C)	
Catholic Connections	
<ul style="list-style-type: none"> In society there are groups that may be treated unfairly. What can you do about this at your age? Why is it important to promote communities and cultures with equality and justice for all? Good citizenship is a virtue. Virtue is a good habit. Vice is a bad habit. What are examples of both? What would Catholic social teachings say about what makes a good leader of people? What makes a bad leader? 	
Essential Standard 1	Forms and Functions of Government
SS.3.C.1.1	Analyze the structure and function of local governments.
Indicators	
<p>A. Compare and contrast the structure and function of roles commonly found in local and church governments. For example: mayor, city manager, city council, village board, tribal council, tiers of church officials</p>	
<p>B. Communicate how and why a community creates laws. For example: civil discourse, active participation, apply knowledge to address meaningful issues within our society, natural law</p>	
<p>C. Investigate and summarize the roles that leaders and other citizens serve in local communities. For example: city council, mayor, city manager, village clerk, county commissioner, sheriff's office, school board, neighborhood associations, PTA, tribal council, stewardship, God' calling</p>	
<p>D. Justify the importance of roles that leaders and citizens serve in local and church government. For example: creation of local laws, safety, transportation (roads department), economic development, management of public funds, enforcement of laws, pastoral councils</p>	
Essential Standard 2	Civic Participation
SS.3.C.2.1	Describe the impact of individual and group decisions at the community level.

Indicators

A. Identify and model rights and responsibilities of citizens at the community level.

For example: voting, public service, service-learning projects, evangelism, Ten Commandments

B. Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.

For example: flag etiquette, bald eagle, Pledge of Allegiance, national holidays

C. Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Patriots' Day (Recognition of 9/11), Holy Days of Obligation, Feast Days

D. Identify and engage in opportunities to serve the local community and church.

For example: volunteerism, service learning, participation in community clubs and organizations, lector, EMHC, alter server, choir, serving on church councils

E. Engage in discourse that demonstrates respect and consideration of multiple points of view.

For example: class meetings, observe a city council meeting, school board meeting, class debate, observing church council

F. Describe the decisions of local leaders and how they affect public policy.

For example: recycling/trash hauling plan, city snow removal, disaster relief

3rd Grade Social Studies Standards

Economics (E)	
Catholic Connections	
<ul style="list-style-type: none"> • Should a person who has extra food help someone who has none? Likewise, should a country that has an extra resource help a country who has none? • Should you always be paid for work? • Why do we need a system of trade? How does fairness play into trade? 	
Essential Standard 1	Economic Decision Making
SS.3.E.1.1	Explain that people choose and decide what services they ask their local and state government to provide and pay for
Indicators	
<p>A. Identify goods and services funded through state or local taxes. For example: snow removal, waste management, law enforcement</p>	
Essential Standard 2	Financial Literacy
SS.3.E.2.1	Evaluate choices and consequences for spending and saving.
Indicators	
<p>A. Given a budget, make choices as to what to purchase, what to give up, and what to save. For example: attend a financial committee meeting, going to a bank, classroom token systems</p>	
Essential Standard 3	Exchange and Markets
SS.3.E.3.1	Explain that markets are places where buyers and sellers exchange goods and services.
Indicators	
<p>A. Indicate various markets where buyers and sellers meet. For example: grocery store, buy things online, mall, fast food places</p>	
Essential Standard 4	National Economy
SS.3.E.4.1	Describe how the local community trades with other communities.
Indicators	
<p>A. Identify local goods and services that could be traded with people everywhere. For example: corn, soybeans, beef, irrigation systems, dry edible beans, art, buffalo hides, fish, bartering system in Jesus's time</p>	
Essential Standard 5	Global Economy
SS.3.E.5	Not addressed at this level

3rd Grade Social Studies Standards

Geography (G)	
Catholic Connections	
<ul style="list-style-type: none"> • People who travel around the world often experience a sense of wonder and realize how powerful or “smart” God is. What are examples in nature that bring wonder? • What does the variety, complexity, and interconnectedness of earth teach us about God? 	
Essential Standard 1	Location and Place
SS.3.G.1.1	Explore where (spatial) and why people, places and environments are organized in the world.
Indicators	
<p>A. Identify and apply map elements. For example: title, scale, symbols, legend, and cardinal and intermediate directions</p>	
<p>B. Use a map to identify location and distribution of physical and human features. For example: rivers/roads, cities/towns, bodies of water, landforms, Red Sea, Mount Sinai, Jerusalem, Bethlehem</p>	
<p>C. Determine why things are located where they are in the community. For example: Why are stores located on main streets? Why are schools near homes? What might be a better location for a school? Why were villages set up where they were in Jesus’s time?</p>	
<p>D. Locate specific places on maps and globes. For example: Missouri River, Platte River, Rocky Mountains, Nebraska, the student’s community, Moses’s journey, Mary and Joseph’s journey</p>	
<p>E. Identify the continents, oceans, and hemispheres.</p>	
Essential Standard 2	Regions
SS.3.G.2.1	Compare the characteristics of places and regions.
Indicators	
<p>A. Identify and differentiate between physical and human features of neighborhoods and communities. For example: vegetation, hills, waterways, housing, streets, business/residential areas</p>	
<p>B. Compare and contrast local places and regions with other places and regions. For example: prairie and forest, local community with another community, life on and off a reservation, products from Nebraska and another state, crops grown in Nebraska and another state</p>	
<p>C. Explain how and why places and regions change over time. For example: population growth (more housing, schools), demolition/renovation of old/unsafe structures, flood control measures</p>	
Essential Standard 3	Human-Environment Interaction
SS.3.G.3.1	Explain relationships between humans and the physical environment.
Indicators	
<p>A. Describe how the environment influences human activities and how humans alter the environment to suit their needs. For example: climate, water cycle, soil fertility impact agricultural production, usage of land and energy - land formation impacts transportation and communication, agriculture, transportation, industry, use of natural resources, regulations/practices to protect the environment</p>	
<p>B. Identify ecosystems. For example: forests, deserts, grasslands</p>	

<p>C. Explain the importance of Earth's natural resources. For example: minerals, air, water, land, God given</p>	
<p>D. Describe how humans develop communities in local settings. For example: roads, landfills, utilities, land use patterns</p>	
Essential Standard 4	Movement
SS.3.G.4.1	Compare and contrast the characteristics of local cultures.
Indicators	
<p>A. Compare and contrast cultural traits within a community. For example: languages, religions, foods, music, sports</p>	
<p>B. Describe examples of how and why cultures change in a community. For example: technology, education, employment, migration</p>	
Essential Standard 5	Geospatial Skills and Geo-Literacy
SS.3.G.5.1	Use geographic skills to make connections to issues and events.
Indicators	
<p>A. Identify and evaluate how changes in human and physical geography have shaped the community. For example: placement of schools/hospitals, building of roads, access to water sources, suitable soil for farming</p>	

3rd Grade Social Studies Standards

History (H)	
Catholic Connections	
<ul style="list-style-type: none"> • How do various cultures express their beliefs and practices? What do we do if we do not agree with them? • How do different religious interpretations of events, people and places, or situations affect our understanding of the past and present? • Do Catholics in other countries have different customs/traditions? 	
Essential Standard 1	Change, Continuity, and Context
SS.3.H.1.1	Detect and apply patterns of continuity and change over time in communities (town or city).
Indicators	
<p>A. Describe community events over time using maps and other artifacts. For example: weekly, monthly, yearly, seasonal happenings, spreading of Catholicism</p>	
<p>B. Compare and contrast how different communities have changed over time. For example: parks and playground equipment, different economic communities, different kinds of schools, compare rural and urban communities</p>	
Essential Standard 2	Multiple Perspectives
SS.3.H.2.1	Describe and explain multiple perspectives of events within a community.
Indicators	
<p>A. Describe the role of diverse groups of people, events, and ideas in the development of a community. For example: local cultural figures, landmarks, celebrations, cultural events, migration of Israelites out of Egypt</p>	
<p>B. Compare and contrast conflicting perspectives about a past event in a community. For example: widening a street, where to construct a park or building</p>	
Essential Standard 3	Historical Analysis and Interpretation
SS.3.H.3.1	Select past and current events and people relevant to the community.
Indicators	
<p>A. Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents. For example: local cultural figures, landmarks, celebrations, cultural events, Lady of Fatima, Lady of Lourdes</p>	
<p>B. Identify how decisions affected events in a community. For example: decisions on location, growth, etc.</p>	
Essential Standard 4	Historical Inquiry and Research
SS.3.H.4.1	Develop historical inquiry and research skills.

Indicators
A. Construct and answer questions about multiple community histories from viewpoints of that community. For example: How does the founding of a town differ for different groups? Why?
B. Identify, obtain, and cite appropriate primary and secondary sources for research about the local community. For example: Local newspapers, town charters, and local treaties
C. Gather and communicate historical information about the community. For example: Interview a community member, find community resources

3rd Grade Instructional Resources

[Nebraska Social Studies Standards SIT Resource](#): This is a comprehensive, curated list of online resources aligned to the state standards. Includes lesson plans and teacher resources as well as interactive websites for students. The list of resources includes both free and paid subscriptions.

[Explaining the Hierarchy of the Church](#): This is a response from a question about the hierarchy of the church. It explains each person's role with CCC references.

[Children's Stewardship Games](#): When discussing spending and savings, stewardship is needed too. This has activities to show spending, savings, and offerings.

[Classroom Economy](#): This is a walkthrough of how to set up an economy in your classroom with planning and activities.

[Bible Maps, Timelines, Pictures, Lineage](#): Geography maps and timelines of Old Testament and New Testament times. Track specific events or people.

[Saint timeline](#): It starts with Mary and goes through Padre Pio with a list of major saints and a small biography of each.

[Our Lady of Fatima](#): This is a Portugal site with a primary source of Lucia's testimony of Our Lady.

Catholic Saints References. Online reference that provides biographical, Feast Day, and liturgical calendar information.

<https://www.catholic.org/saints/>

<https://mycatholic.life/saints/>

4th Grade Social Studies Standards

Nebraska Studies: In fourth grade, students use their understanding of social studies concepts and skills to explore Nebraska in the past and present. Students learn about the state’s unique geography and key eras in early Nebraska history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state’s geography, economy, and government today. The cognitive demand of 4th grade level expectations begins to include analysis and asks students to look at issues and events from multiple perspectives. Students will use Catholic social teachings to focus on human rights and responsibilities connected to citizenship. They will honor the uniqueness of God’s creation in the state of Nebraska.

Civics (C)	
Catholic Connections	
<ul style="list-style-type: none"> • Peter was the first Pope and the Apostles were Bishops. What does the government structure of the Church look like now? • What is the principle of subsidiarity? What does it look like in the classroom, the school, and different levels of government? What does it look like when subsidiarity is not present? • What should a person do if they do not like the person in authority or agree with the laws? 	
Essential Standard 1	Forms and Functions of Government
SS.4.C.1.1	Synthesize and justify the structure and function of Nebraska’s government.
Indicators	
<p>A. Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska’s Constitution and government. For example: modeled from U.S. government, three branches of government</p>	
<p>B. Analyze the origin, structure, and function of Nebraska’s state government. For example: Unicameral vs. Bicameral structure, journey from territory status to statehood, state services/responsibilities vs. national or local services/responsibilities, three branches of Nebraska government</p>	
<p>C. Communicate how a bill becomes a law in the Nebraska unicameral. For example: introduction of a bill, committee hearings, legislative debate, governor approval/veto, ratification</p>	
<p>D. Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state. For example: legislative districts, cultural advocacy groups, diocese groups (Omaha, Lincoln, Grand Island)</p>	
<p>E. Justify the importance of roles that leaders and citizens serve in Nebraska government. For example: governor, state senators, judiciary, tribal leaders, advocacy group participants</p>	

Essential Standard 2	Civic Participation
SS.4.C.2.1	Investigate how different perspectives impact government decisions at the state level.
Indicators	
<p>A. Identify and model rights and responsibilities of citizens at the state level. For example: voting, public service, service-learning projects, Ten Commandments, participation in the church</p>	
<p>B. Investigate the meaning of state symbols, songs, and holidays. For example: Nebraska state flag, "Beautiful Nebraska," state and national holidays</p>	
<p>C. Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized. For example: Arbor Day, George Norris Day and Nebraska Statehood Day, Native American Heritage Day</p>	
<p>D. Identify and engage in opportunities to serve the state. For example: volunteerism, service learning, participation in state clubs and organizations</p>	
<p>E. Explain how individuals and groups influence the way a state issue is viewed and resolved. For example: lobbying, petitions, media, social media</p>	
<p>F. Analyze the decisions of state leaders and how they impact public policy. For example: seatbelt law, state testing, speed limits, state parks</p>	

4th Grade Social Studies Standards

Economics (E)	
Catholic Connections	
<ul style="list-style-type: none"> • How does the 7th Commandment deal with economics and trade? • How are needs and wants of individuals and groups met through local and national sources? In conjunction, how does greed affect an individual or group? • How does the availability of resources and issues of supply and demand affect relationships and decisions? 	
Essential Standard 1	Economic Decision Making
SS.4.E.1.1	Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.
Indicators	
<p>A. Predict how consumers would react if the price of a good or service changed. For example: Price of gasoline increases; price of haircuts increases; price of milk/bread/sugar increases - would buy less or start to change behavior toward buying less, i.e., plan a carpool and get hair cut less often. Price of something decreases and buy more of it. The temptation to steal when you can't afford.</p>	
<p>B. Predict how producers would react if the profit from selling a good or service changed. For example: You produce widgets and they have become very popular and the price is rising, what would you do – produce more. In a natural disaster, because of scarcity prices tend to rise for things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.</p>	
Essential Standard 2	Financial Literacy
SS.4.E.2.1	Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.
Indicators	
<p>A. Identify financial institutions in the community and their purposes. For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things, sitting on a financial committee, Catholic Charities</p>	
Essential Standard 3	Exchange and Markets
SS.4.E.3.1	Investigate how resources are used to make other goods and produce services.
Indicators	
<p>A. Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States. For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers</p>	
Essential Standard 4	National Economy
SS.4.E.4.1	Identify and explain specialization and trade and why different regions produce different goods and services.
Indicators	
<p>A. Compare Nebraska with different regions and the goods and services each region produces. For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)</p>	
<p>B. Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.</p>	

For example: irrigation, agriculture and farm equipment, online trading, geospatial technology (GIS [Geographic Information Systems] and GPS [Global Positioning System])

Essential Standard 5	Global Economy
SS.4.E.5	Not addressed at this level

4th Grade Social Studies Standards

Geography (G)	
Catholic Connections	
<ul style="list-style-type: none"> When people begin to alter creation for progress, what Catholic social teaching principles should be kept in mind? How does geography impact interactions with classmates, teammates, families, local, community, nation, and world? How is the Catholic social teaching of solidarity a part of these interactions? 	
Essential Standard 1	Location and Place
SS.4.G.1.1	Explore where (spatial) and why people, places and environments are organized in the state and around the world.
Indicators	
<p>A. Use local and state maps and atlases to locate physical and human features in Nebraska. For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks, tribal reservations, Boys Town</p>	
<p>B. Apply map skills to analyze physical/political maps of the state. For example: Utilize grid systems to find locations, identify the location and purpose of time zones, and identify and locate cities using relative and absolute locations.</p>	
<p>C. Determine why things are located where they are in Nebraska. For example: Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities? What determined the route of I-80?</p>	
<p>D. Differentiate between classifications of bodies of water, cities, and land masses. For example: lakes, rivers, capital city, county seats, major urban centers, plains, river valleys, Sandhills</p>	
Essential Standard 2	Regions
SS.4.G.2.1	Compare the characteristics of places and regions and their impact on human decisions.
Indicators	
<p>A. Identify criteria used to define regions in the state of Nebraska and the United States. For example: soil, climate, precipitation, population, natural vegetation, land and agricultural usage</p>	
<p>B. Classify regions and places within the state of Nebraska using physical and human features. For example: Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban, counties and cities, diocese regions (Omaha, Lincoln, Grand Island), church groupings</p>	
Essential Standard 3	Human-Environment Interaction
SS.4.G.3.1	Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.
Indicators	

<p>A. Identify physical processes that shape Nebraska's features and patterns. For example: weathering, erosion, deposition, drought</p>	
<p>B. Identify examples of ecosystems in Nebraska and describe related environmental issues. For example: forests, wetlands, grasslands, and rivers, runoff, flooding, erosion, wildfires</p>	
<p>C. Describe the impact of extreme natural events on the human and physical environment in Nebraska. For example: tornadoes, floods, dust storms, insect infestations result in changes to agricultural/construction/public safety practices</p>	
<p>D. Describe how humans have adapted to Nebraska's physical environment and use available natural resources. For example: progression of home construction materials, agriculture, irrigation, introduction of trees, soil conservation, soil, timber, surface water and ground water</p>	
Essential Standard 4	Movement
SS.4.G.4.1	Compare and contrast the characteristics of culture statewide.
Indicators	
<p>A. Compare and contrast patterns of culture within the state of Nebraska. For example: languages, religions, foods, music, sports, celebrations</p>	
<p>B. Compare and contrast population characteristics of the state of Nebraska. For example: density, distribution, growth rates due to available jobs, resources, pastoral planning and priest redistribution based on population</p>	
Essential Standard 5	Geospatial Skills and Geo-Literacy
SS.4.G.5.1	Use geographic skills to make connections to issues and events.
Indicators	
<p>A. Identify and evaluate how changes in human and physical geography have shaped Nebraska. For example: map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live, locations and reasons for tribal reservations</p>	
<p>B. Explain the interrelationships of human or physical geographic characteristics of places in Nebraska. For example: A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption.</p>	

4th Grade Social Studies Standards

History (H)	
Catholic Connections	
<ul style="list-style-type: none"> • Were Catholics involved with people that took land from Native Americans or had bad labor practices? • What is the history of your parish in Nebraska? • How does our faith affect the way we view events? 	
Essential Standard 1	Change, Continuity, and Context
SS.4.H.1.1	Investigate patterns of continuity and change over time in Nebraska.
Indicators	
<p>A. Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. For example: timelines, before and after statehood</p>	
Essential Standard 2	Multiple Perspectives
SS.4.H.2.1	Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.
Indicators	
<p>A. Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. For example: The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal, Standing Bear testimony</p>	
<p>B. Identify and describe how various sources relate their perspectives of Nebraska history. For example: texts and primary documents, primary documents from differing groups of people</p>	
Essential Standard 3	Historical Analysis and Interpretation
SS.4.H.3.1	Analyze past and current events throughout Nebraska history.
Indicators	
<p>A. Analyze key sources in Nebraska history to determine credibility and context. For example: accounts from settlers and Nebraska tribes, foundational documents in Nebraska</p>	
<p>B. Identify key events in American history that shaped or were shaped by Nebraskans. For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding Schools, World War I, Will Brown, World War II, Tuskegee Airmen, Great Depression, Cold War, Civil Rights Movement, September 11, 2001</p>	
Essential Standard 4	Historical Inquiry and Research
SS.4.H.4.1	Develop historical inquiry and research skills.
Indicators	
<p>A. Construct and answer questions about Nebraska history. For example: Why did people migrate and/or relocate to Nebraska?</p>	
<p>B. Identify and cite primary and secondary sources to research the history of Nebraska. For example: document archives, newspapers, interviews</p>	

C. Gather, analyze, and communicate historical information about Nebraska.
For example: collect oral histories from community members, research newspaper archives, Fr. Flanagan and the start of Boys Town

4th Grade Instructional Resources

[Nebraska Social Studies Standards SIT and Framework Resource](#): This is a comprehensive, curated list of online resources aligned to the state standards. Includes lesson plans and teacher resources as well as interactive websites for students. The list of resources includes both free and paid subscriptions.

As well as...

[The Frameworks](#) is a sample outline of using the standards to create a curriculum plan's units of study.

[Nebraska Studies](#): Timeline of Nebraska History starting in Pre-1500 until present. This gives information on events along with activities to do.

[Outdoor Nebraska](#): Website that has information about all the national parks in Nebraska along with information about Nebraska wildlife.

[Nebraska Statehood](#): Access to Nebraska atlas along with information, curriculum, and virtual materials about Nebraska,

[Nebraska Capitol Website](#): Gives information about the Nebraska Capitol Building. It gives hours of operation along with curriculum for teachers to use.

[Nebraska Department of Education-Nebraska State Studies](#): This site is full of resources to help with Nebraska studies including virtual lessons within the civic and economic section of curriculum. There is also a link for a virtual capitol tour.

[State Symbols](#): A quick link to the state symbols. Also available for all U.S states.

[Durham Museum](#): exhibits talking to the history and events that shaped Omaha.

[EdHelper](#): Elementary school resources include units on American symbols, elections and voting, and the Constitution. Middle school resources include short reading comprehensions describing the President's cabinet, activities comparing and contrasting various aspects of American government, and units on the Constitution, state governments, and the branches of government. Additional resources include activities analyzing historical documents, print-and-go books for elementary and middle school, and topical book units.

[Nebraska History Museum](#)

YouTube: [Video series about Nebraska](#)

[University of Nebraska](#): Images to show historical Nebraska

[Nebraska Corn](#): Website about Nebraska's main income crop-corn. Uses this one subject to help students learn in cross-curriculum lessons.

[Tribes of Nebraska](#): An access point to each website for the tribes of Nebraska.

Catholic Saints References. Online reference that provides biographical, Feast Day, and liturgical calendar information.

<https://www.catholic.org/saints/>

<https://mycatholic.life/saints/>

5th Grade Social Studies Standards

U.S. Studies: In fifth grade, students use their understanding of social studies concepts and cause and effect relationships to study Pre-Columbian cultures, the development of the American colonies, and the creation of the United States through the writing of the U.S. Constitution. By applying what they know from civics, economics, and geography, students learn the ideals, principles, and systems that shaped this country’s founding. They conclude the fifth grade by applying their understanding of the country’s founding and the ideals in the nation’s fundamental documents to issues of importance to them today. This learning, as well as the Catholic social teachings, forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.

Civics (C)	
Catholic Connections	
<ul style="list-style-type: none"> • Freedom is a central theme in Catholic social teaching and the United States Constitution. Are there certain principles that contain Catholic social teaching’s understanding of freedom? <ul style="list-style-type: none"> • Discuss prejudice against a specific group. What are the origins of prejudice and how do Catholic social teachings address this issue? • Did the writers of the Constitution intend for free speech to allow people to say whatever they want, such as lying, being malicious, or falsely yelling “fire” in a crowded room? 	
Essential Standard 1	Forms and Functions of Government
SS.5.C.1.1	Synthesize and justify the structure and function of the United States government.
Indicators	
<p>A. Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government. For example: early state constitutions, Declaration of Independence, and the Articles of Confederation, Magna Carta, English Bill of Rights, tribal constitutions</p>	
<p>B. Identify and explain the structure and functions of the three branches of government. For example: legislative, executive, judicial</p>	
<p>C. Analyze how colonial and new states’ governments’ laws affected majority groups and marginalized groups within their population. For example: citizens, enslaved persons, Native American tribes, immigrants, women, class systems</p>	
<p>D. Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds. For example: three-fifths clause, treaties, voting requirements, slavery, Townshend Acts, Intolerable Acts</p>	
<p>E. Justify the principles of the American Republic. For example: liberty, representative democracy, United States Constitution, Bill of Rights</p>	

F. Analyze and contrast forms of government.
 For example: Tribal, British monarchy, early American colonial governments, Central American empires

Essential Standard 2	Civic Participation
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SS.5.C.2.1	Analyze democratic principles that are the foundation of the United States government systems in daily life.
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Indicators

A. Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.
 For example: freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group

B. Communicate origins of national and state holidays including historical background and significance.
 For example: George Washington’s Birthday, Abraham Lincoln’s Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Citizenship Day, tribal flag songs, Native American Day

C. Interpret and communicate the significance of patriotic symbols, songs, and activities.
 For example: significance of the flag, Fourth of July, Constitution Day, George Washington’s birthday, military songs from the Revolutionary War, tribal songs, the Liberty Bell

D. Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.
 For example: George Washington, Boston Tea Party, Continental Congress, Federalist Papers, Sons of Liberty, Common Sense by Thomas Paine, Mayflower Compact, North American martyrs, Saint Francis Xavier Cabrini

E. Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.
 For example: communication through civil discourse historically and presently, constitutional compromises, Continental Congress, Squanto, Saint Junipero Serra

F. Determine how the roles of individuals and groups influenced government.
 For example: George Washington, John Adams, Abigail Adams, Thomas Jefferson, Benjamin Franklin, sovereign Native Americans, Patriots, Loyalists, European governments, Sir Thomas More

5th Grade Social Studies Standards

Economics (E)	
Catholic Connections	
<ul style="list-style-type: none"> • What government services support Catholic ideals of charity, aid to the poor, and social justice? • What types of economic systems exploit different groups of people? (e.g. slavery, indentured servitude) • What does the Catholic church teach us about the dignity of work and the rights of workers? 	
Essential Standard 1	Economic Decision Making
SS.5.E.1	Not addressed at this level
Essential Standard 2	Financial Literacy
SS.5.E.2	Not addressed at this level
Essential Standard 3	Exchange and Markets
SS.5.E.3.1	Explain how human capital can be improved by education and training and thereby increase standards of living.
Indicators	
<p>A. List examples of how additional education/training improves productivity and increases standards of living. For example: On the job training, education can all lead to higher wages, impact of discrimination</p>	
SS.5.E.3.2	Explain how specialization, division of labor, and technology increase productivity and interdependence.
Indicators	
<p>A. Describe the historical role of innovation and entrepreneurship in a market economy. For example: apprentice, journeyman, early inventors and entrepreneurs, Industrial Revolution</p>	
Essential Standard 4	National Economy
SS.5.E.4.1	Summarize characteristics of economic institutions in the United States.
Indicators	
<p>A. Describe the importance of financial institutions to households and businesses. For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property</p>	
<p>B. Explain the rules and laws that protect and support consumers. For example: contracts, agreements, and product safety</p>	
<p>C. Identify goods and services funded through federal taxes. For example: military and armed forces, parks, government services that support Catholic ideals (e.g. welfare)</p>	
Essential Standard 5	Global Economy
SS.5.E.5.1	Summarize how specialization and trade impact the global market and relationships with other countries.

Indicators
<p>A. Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption. For Example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, and the Upper South grew tobacco and got finished goods like books from Great Britain.</p>
<p>B. Explain how trade impacts relationships between countries. For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers</p>

5th Grade Social Studies Standards

Geography (G)	
Catholic Connections	
<ul style="list-style-type: none"> • What are some examples of environmental stewardship of natural resources? • How do the Catholic social teachings differ from ideologies about slavery, exploitation, and the mistreatment of certain ethnic groups? 	
Essential Standard 1	Location and Place
SS.5.G.1.1	Explore where (spatial) and why people, places and environments are organized in the United States.
Indicators	
<p>A. Use maps and atlases to locate major human and physical features in the United States. For example: states, capitals and major cities, Rocky Mountains, Appalachian Mountains, Great Lakes</p>	
<p>B. Apply map skills to analyze physical/political maps of the United States. For example: Identify latitude/longitude and the global grid, and the ocean currents, trade winds.</p>	
<p>C. Determine why things are located where they are in the United States. For example: Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?</p>	
Essential Standard 2	Regions
SS.5.G.2.1	Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.
Indicators	
<p>A. Identify criteria used to define regions within the United States. For example: location, climate, industry, landforms, bodies of water</p>	
<p>B. Identify and classify regions and places within the United States using physical and human features. For example: Tidewater, New England, Hudson Valley, congressional districts</p>	
Essential Standard 3	Human-Environment Interaction
SS.5.G.3.1	Explain how human and natural forces have modified different environments in the United States and how humans have adapted.
Indicators	
<p>A. Identify examples of ecosystems and analyze issues related to the natural setting in the United States. For example: forests, deserts, grasslands, deforestation, wildfires, urban sprawl, flooding, erosion, strip mining</p>	

<p>B. Describe the impact of extreme natural events in the United States on the human and physical environment. For example: lightning, blizzards, floods, drought, hurricanes, tornadoes result in changes to agricultural/construction/public safety practices</p>	
<p>C. Examine patterns of resource distribution and utilization in the United States. For example: fisheries, forests, agricultural development, manufacturing regions</p>	
Essential Standard 4	Movement
SS.5.G.4.1	Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.
Indicators	
<p>A. Compare and contrast patterns of culture within the United States over time and space. For example: languages, religions, foods, music, sports, celebrations</p>	
<p>B. Compare and contrast population characteristics of the United States. For example: density, distribution, growth rates</p>	
<p>C. Explain reasons for historical and present-day migrations to and within the United States. For example: economic opportunity, war, famine, natural disasters, persecution</p>	
Essential Standard 5	Geospatial Skills and Geo-Literacy
SS.5.G.5.1	Use geographic skills to interpret issues and events.
Indicators	
<p>A. Explain the influences of physical and human geographic features on events in the United States. For example: Developing major settlements around natural East Coast harbors such as New York City (New Amsterdam), building the Boston Post Road to improve connections and communications within the colonies, migrating through the Cumberland Gap into the Kentucky bluegrass region</p>	
<p>B. Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. For example: latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, waterpower</p>	

5th Grade Social Studies Standards

History (H)	
Catholic Connections	
<ul style="list-style-type: none"> • What was the motivation to mistreat indigenous peoples or endorse slavery? Are there similarities in past human behaviors to what we can be tempted to do in our daily lives? • Ideologies are learned. How was the ideology of mistreating indigenous people or slavery fostered? • What ways are people unkind or unjust today? What ways do people use others selfishly? • What is forming your ideology now? How is technology being used to form your ideology and what of that can you control? 	
Essential Standard 1	Change, Continuity, and Context
SS.5.H.1.1	Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.
Indicators	
<p>A. Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. For example: Development of civilizations in America before Columbus, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states</p>	
Essential Standard 2	Multiple Perspectives
SS.5.H.2.1	Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.
Indicators	
<p>A. Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies</p> <p>B. Identify and describe how multiple perspectives facilitate the understanding of US history. For example: Battle for the Old Northwest, Atlantic Slave Trade</p>	
Essential Standard 3	Historical Analysis and Interpretation
SS.5.H.3.1	Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.
Indicators	
<p>A. Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. For example: Native American cultures, exploration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols</p>	
Essential Standard 4	Historical Inquiry and Research
SS.5.H.4.1	Apply the inquiry process to construct and answer historical questions.
Indicators	

A. Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources. For example: Why did people migrate to the Americas?
B. Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution. For example: use of appropriate citation format; determine the credibility, contextualization, and corroboration of sources
C. Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources. For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

5th Grade Instructional Resources

[Nebraska Social Studies Standards SIT and Framework Resource:](#) A list of the 5th grade Social Studies standards with specific links to tools and resources to use for each standard developed by the Nebraska Department of Education. The list of resources includes both free and paid subscriptions.

As well as...

[The Frameworks](#) is a sample outline of using the standards to create a curriculum plan's units of study.

Catholic Saints References Online reference that provides biographical, Feast Day, and liturgical calendar information.

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6th Grade Social Studies Standards

World Studies I/World History (Note: If your school is teaching World History in 7th grade, use these standards for that grade level): In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world’s ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. The goal in World Studies I is to search for ways to understand why change occurs and to question and evaluate the meaning of this change while integrating the Catholic identity through the changes in the Eastern Hemisphere. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds. Additionally, students will more deeply understand what it means to be created in the image and likeness of God, to be religious beings, to be social beings, to have reason and free will, and to have a dignity through the Catholic social teachings that carries rights and responsibilities.

Civics (C)	
Catholic Connections	
<ul style="list-style-type: none"> • Compare and contrast the different forms of government with the ideals of Catholic social teaching. • What early forms of government supported issues of social justice? 	
Essential Standard 1	Forms and Functions of Government
SS.6.C.1.1	Investigate the foundations, structures, and functions of governmental institutions.
Indicators	
<p>A. Analyze the different forms of government through the study of early civilizations. For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy</p>	
<p>B. Identify the development of written laws and artifacts. For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities</p>	
<p>C. Communicate the various ways governmental decisions have impacted people, places, and history. For example: invasions, conquests, laws, public works, religious tolerance, religious persecution, censorship, hierarchy</p>	
<p>D. Investigate important government principles. For example: democracy, rule of law, justice, equality, toleration</p>	

Essential Standard 2	Civic Participation
SS.6.C.2.1	Investigate the roles, responsibilities, and rights of citizens.
Indicators	
<p>A. Describe ways individuals participate in the political process. For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership</p>	
<p>B. Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today. For example: military service, voting, civic engagement, decision making, leadership, clergy</p>	

6th Grade Social Studies Standards

Economics (E)	
Catholic Connections	
<ul style="list-style-type: none"> • What ancient government services support Catholic ideals of charity, aid to the poor, and social justice? • What type of economic systems exploit different groups of people? (e.g. slavery, indentured servitude) 	
Essential Standard 1	Economic Decision Making
SS.6.E.1.1	Investigate how economic decisions affect the well-being of individuals and society.
Indicators	
<p>A. Compare the benefits and costs of economic decisions made by Ancient Civilizations. For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert, enslavement of conquered peoples as labor</p>	
<p>B. Examine how social and governmental decisions impact economic well-being. For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision</p>	
Essential Standard 2	Financial Literacy
SS.6.E.2	Not addressed at this level
Essential Standard 3	Exchange and Markets
SS.6.E.3.1	Explain the interdependence of producers and consumers.
Indicators	
<p>A. Identify producers and consumers for Ancient civilizations. For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies</p>	

<p>B. Explain how the interaction between producers and consumers satisfied economic wants and needs. For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency</p>	
Essential Standard 4	National Economy
SS.6.E.4	Not addressed at this level.
Essential Standard 5	Global Economy
SS.6.E.5	Not addressed at this level.

6th Grade Social Studies Standards

Geography (G)	
Catholic Connections	
<ul style="list-style-type: none"> What were some examples of environmental stewardship of natural resources? 	
Essential Standard 1	Location and Place
SS.6.G.1.1	Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.
Indicators	
<p>A. Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)</p>	
<p>B. Investigate the human and physical characteristics of early patterns of civilizations and empires. For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron</p>	
Essential Standard 2	Regions
SS.6.G.2	Not addressed at this level.
Essential Standard 3	Human-Environment Interaction
SS.6.G.3.1	Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.
Indicators	
<p>A. Describe the impact of natural processes on the human and physical environments. For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</p>	
<p>B. Summarize how early humans utilized and adapted to their physical environment. For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources</p>	

Essential Standard 4	Movement
SS.6.G.4.1	Interpret and summarize patterns of culture around the world.
Indicators	
A. Compare and contrast characteristics of groups of people/settlements. For example: characteristics of river civilizations	
B. Explain how cultural diffusion occurs. For example: trade routes, migration, conquest/empire building	
Essential Standard 5	Geospatial Skills and Geo-Literacy
SS.6.G.5	Not addressed at this level.

6th Grade Social Studies Standards

History (H)	
Catholic Connections	
<ul style="list-style-type: none"> • What was the motivation to mistreat indigenous peoples or endorse slavery? Are there similarities in past human behaviors to what we can be tempted to do in our daily lives? • What ways are people unkind or unjust today? What ways do people use others selfishly? • Ideologies are learned. How were different ideologies fostered? What is forming your ideology now? How is technology being used to form your ideology and what of that can you control? 	
Essential Standard 1	Change, Continuity, and Context
SS.6.H.1.1	Analyze patterns of continuity and change over time in world history.
Indicators	
A. Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. For example: Chauvin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam	
B. Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. For example: Hammurabi's Code, symbols of world religions, Ten Commandments	
Essential Standard 2	Multiple Perspectives
SS.6.H.2.1	Use multiple perspectives to identify the historical, social, and cultural context of past and current events.
Indicators	
A. Identify evidence from multiple perspectives and sources to better understand the complexities of world history. For example: Macedonian Empire, Persian Empire	
B. Explain the use of primary and secondary sources to better understand multiple perspectives of the same event. For example: foundational texts of world religions	

SS.6.H.2.2	Examine historical events from the perspectives of marginalized and underrepresented groups.
Indicators	
<p>A. Identify how differing experiences can lead to the development of perspectives. For example: religious, ethnic and racial groups</p>	
<p>B. Interpret perspectives of marginalized and underrepresented regions around the world. For example: inclusion of non-Eurasian civilizations</p>	
Essential Standard 3	Historical Analysis and Interpretation
SS.6.H.3.1	Interpret and evaluate sources for historical context.
Indicators	
<p>A. Compare and contrast primary and secondary sources of history. For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.</p>	
<p>B. Analyze the relationships among historical events in the world and relevant contemporary issues. For example: agriculture, technology, written laws</p>	
Essential Standard 4	Historical Inquiry and Research
SS.6.H.4.1	Apply the inquiry process to construct and answer historical questions.
Indicators	
<p>A. Construct and answer inquiry questions using multiple historical sources. For example: What defines an empire?</p>	
<p>B. Identify and cite appropriate sources for research about world history, including primary and secondary sources. For example: Hammurabi's Code, Twelve Tables, Ten Commandments</p>	
<p>C. Gather, analyze, and communicate historical information about the world from multiple sources. For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation</p>	

6th Grade Instructional Resources

Nebraska Social Studies Standards SIT and Frameworks Resource were developed by the Nebraska Department of Education. A list of the 6th grade Social Studies standards with specific links to tools and resources to use for each standard developed by the Nebraska Department of Education. The list of resources includes both free and paid subscriptions.

[6th grade](#)

[7th grade](#)

The Frameworks is a sample outline of using the standards to create a curriculum plan's units of study.

[6th World Studies I](#): Beginnings through Rome

[7th World Studies II](#): Byzantines to Today

Catholic Saints References. Online reference that provides biographical, Feast Day, and liturgical calendar information.

<https://www.catholic.org/saints/>

<https://mycatholic.life/saints/>

[United States Conference of Catholic Bishops](#) developed by the United States Conference of Catholic Bishops. This website includes the official Catechism of the Catholic Church. Other information includes daily Mass readings, Bible passages, and Saints of the Day.

7th Grade Social Studies Standards

World Studies II/World Geography (Note: If your school teaches World Geography in 6th grade, use these standards for that grade level). In seventh grade, students become more proficient with the core concepts in social studies. This grade level focuses on a regional examination of geography, civics, economics, and history of post-classical societies. The purpose of studying these different regions and eras is to develop an understanding of major factors influencing our world today. The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will examine these topics through the lens of Catholic social teaching to develop the democratic skills and attitudes necessary to become responsible citizens.

Civics (C)	
Catholic Connections	
<ul style="list-style-type: none"> Political systems in developing countries can be volatile. Discuss why volatile governments think Catholicism is a threat. The Church has not stated preference for a particular political system but recommends criteria for judgment. According to the Catechism of the Catholic Church 2425, which political systems does the Church reject and why? Do these systems exist in the Americas today and if so, where? There is a saying: “The road to Hell is paved with good intentions”. Can good intentions make a wrong action morally acceptable? See Catechism of the Catholic Church 1749- 1756. 	
Essential Standard 1	Forms and Functions of Government
SS.7.C.1.1	Analyze the foundations, structures, and functions of governmental institutions.
Indicators	
<p>A. Describe different forms and structures of government around the world and how they address the needs of the citizens. For example: republic, monarchy, authoritarian/dictatorship, how nation-states interact, unlimited forms of government, limited forms of government, imperialism, Catechism of the Catholic Church 2425</p>	
<p>B. Identify and report significant historic events and documents that have influenced governmental institutions and their function. For example: any governments of major societies from post-classical societies up to present that could include French Revolution, Justinian’s Code, Iroquois Confederacy, Protestant Reformation, Communist Manifesto, United States Constitution, Magna Carta, Native American treaties with federal government, trade agreements, arms control</p>	
<p>C. Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world. For example: increased role and influence of technology on society, impact of global conflicts on local communities</p>	
Essential Standard 2	Civic Participation
SS.7.C.2.1	Analyze the roles, responsibilities, and rights of citizens and groups in international societies.

Indicators

A. Examine ways in which individuals and groups participate in the political process in different regions of the globe.

For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting

B. Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.

For example: treaties, aftermath of global conflicts and the rise of international organizations (United Nations, NATO, League of Nations, World Health Organization), Crusades and other religious conflicts

C. Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.

For example: printing press, right to petition, media literacy, media conglomerates, social media platforms, cyber security concerns

7th Grade Social Studies Standards

Economics (E)	
Catholic Connections	
<ul style="list-style-type: none"> • What does the Catechism (2414) say about people who exploit others? • How do we see people being treated as objects then and now? • The Catholic Church has spoken against the effects of industrialization. Although not as prevalent, types of ‘sweatshops’ still exist. Large American companies produce products in poor countries. What can a normal American do to address the concern of poor working conditions of big industries? See Catechism of the Catholic Church 1783-1785, 1868-69, 1913-1917. • What does “preferential option for the poor” mean? See Catechism of the Catholic Church 2433. • What are some of the economic principles the Church suggests in the Catechism of the Catholic Church 2422-2449? 	
Essential Standard 1	Economic Decision Making
SS.7.E.1	Not addressed at this level.
Essential Standard 2	Financial Literacy
SS.7.E.2	Not addressed at this level.
Essential Standard 3	Exchange and Markets
SS.7.E.3	Not addressed at this level.
Essential Standard 4	National Economy
SS.7.E.4.1	Investigate how varying economic systems impact individuals in a civilization/society.
Indicators	
<p>A. Compare and contrast characteristics of different socioeconomic groups in economic systems. For example: traditional, market, command/communism, socialism, feudal, or caste systems - Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas</p>	
<p>B. Identify the relationships between diverse socioeconomic groups and their economic systems in the modern world. For example: Compare tax structures in various countries and how the people are impacted</p>	
SS.7.E.4.2	Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.
Indicators	
<p>A. Define the government's role in various economic systems. For example: democratic governments’ impact on capitalism and dictators’ impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba</p>	
<p>B. Identify various economic indicators that governments use to measure modern world societies, nations, and cultures. For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.</p>	
<p>C. Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production. For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in a diverse way from culture to culture and over time</p>	

Essential Standard 5	Global Economy
SS.7.E.5.1	Illustrate how international trade impacts individuals, organizations, and nations/societies.
Indicators	
<p>A. Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p> <p>For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company, preferential option for the poor, etc.</p>	

7th Grade Social Studies Standards

Geography (G)	
Catholic Connections	
<ul style="list-style-type: none"> • What problems do families have in developing countries compared to families in the United States? • How can we act in solidarity with our brothers and sisters in developing countries? <i>Practicing gratitude, prioritizing worries, not wasting food, clothing, money, being good stewards of home and environment, etc.</i> 	
Essential Standard 1	Location and Place
SS.7.G.1	Not addressed at this level.
Essential Standard 2	Regions
SS.7.G.2.1	Evaluate how regions form and change over time.
Indicators	
<p>A. Classify physical and human characteristics of places and regions. For example: climate, landforms, languages, religions</p>	
<p>B. Interpret the impact of land and water features on human decisions. For example: location of settlements and transportation with respect to physical features</p>	
<p>C. Identify how humans construct major world regions and the impact on human societies. For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure, religion</p>	
Essential Standard 3	Human-Environment Interaction
SS.7.G.3.1	Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
Indicators	
<p>A. Explain the impact of natural processes on human and physical environments. For example: temperature, precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</p>	
<p>B. Research and describe how humans have utilized and adapted to their physical environment. For example: rivers, floods, precipitation, drought, use of natural resources</p>	

Essential Standard 4	Movement
SS.7.G.4.1	Examine and interpret patterns of culture around the world.
Indicators	
<p>A. Compare and contrast characteristics of groups of people/settlements. For example: elements of culture including languages, religions, foods, arts, clothing, education, etc.</p>	
<p>B. Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures. For example: migration, conquering, trade</p>	
Essential Standard 5	Geospatial Skills and Geo-Literacy
SS.7.G.5.1	Compare issues and/or events using geographic knowledge and skills to make informed decisions.
Indicators	
<p>A. Classify the physical or human factors that explain the geographic patterns of world events. For example: Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement)</p>	
<p>B. Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement. For example: geographic concentration of manufacturing, banking, or industries, urbanization, availability of arable land, water and suitable climate for farming, access to resources for development</p>	

7th Grade Social Studies Standards

History (H)	
Catholic Connections	
<ul style="list-style-type: none"> • How does virtue (generosity) and vice (greed) affect history? How does it affect personal lives? • Does the fact that we now have a prosperous America justify slavery and the mistreatment of Native Americans? <i>A key point in morality is that we believe the end does not justify the means. One may never do evil that good may come of it. See Catechism of the Catholic Church 1789</i> • The Catholic Church believes that the end does not justify the means. Many in political power think it is acceptable to do evil if good comes of it, that the end DOES justify the means. What are the ramifications of both philosophies? Catechism of the Catholic Church 1756,1789 	
Essential Standard 1	Change, Continuity, and Context
SS.7.H.1.1	Compare patterns of continuity and change over time in world history.
Indicators	
<p>A. Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam, Sikhism, Silk Road, Trans-Saharan Trade, Incas, Mayans, Aztecs</p> <p>B. Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. For example: trade routes</p>	
Essential Standard 2	Multiple Perspectives
SS.7.H.2.1	Use multiple perspectives to examine the historical, social, and cultural context of past and current events.
Indicators	
<p>A. Analyze evidence from multiple perspectives and sources to better understand the complexities of world history. For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange, 95 Theses/Council of Trent</p> <p>B. Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. For example: foundational texts of world religions, 95 Theses/Council of Trent</p>	
SS.7.H.2.2	Examine historical events from the perspectives of marginalized and underrepresented groups.
Indicators	
<p>A. Identify how differing experiences can lead to the development of perspectives. For example: religious, ethnic and racial groups</p> <p>B. Interpret perspectives of marginalized and underrepresented regions around the world. For example: civilizations from all regions of the world</p>	
Essential Standard 3	Historical Analysis and Interpretation
SS.7.H.3.1	Analyze and interpret sources for perspective and historical context.

Indicators	
A. Compare and contrast primary and secondary sources of history. For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings	
B. Identify the cause and effect relationships among historical events in the world and relevant contemporary issues. For example: migrations, declarations of war, treaties, alliances, epidemics	
Essential Standard 4	Historical Inquiry and Research
SS.7.H.4.1	Apply the inquiry process to construct and answer historical questions.
Indicators	
A. Construct and answer inquiry questions using multiple historical sources. For example: Students engage in inquiry and gather evidence to provide a response	
B. Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. For example: Interpret primary and secondary sources to address the inquiry. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources	
C. Gather, analyze, and communicate historical information about the world from multiple sources. For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation	

7th Grade Instructional Resources

Nebraska Social Studies Standards SIT and Frameworks Resource were developed by the Nebraska Department of Education. A list of the 7th grade Social Studies standards with specific links to tools and resources to use for each standard developed by the Nebraska Department of Education. The list of resources includes both free and paid subscriptions.

[7th grade](#)

[6th grade](#)

The Frameworks is a sample outline of using the standards to create a curriculum plan's units of study.

[7th World Studies II: Byzantines to Today](#)

[6th World Studies I: Beginnings through Rome](#)

Catholic Saints References. Online reference that provides biographical, Feast Day, and liturgical calendar information.

<https://www.catholic.org/saints/>

<https://mycatholic.life/saints/>

[United States Conference of Catholic Bishops:](#) Developed by the United States Conference of Catholic Bishops, this website includes the official Catechism of the Catholic Church. Other information includes daily Mass readings, Bible passages, and Saints of the Day.

8th Grade Social Studies Standards

United States History: In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. In this course, students will focus on the development of the United States, its government, economics and geography with an emphasis on recognizing our Catholic identity and social justice teachings to the expansion of our country. After reviewing the Colonial foundations of what became the United States, students explore the ideas, issues, and events from the adoption of the United States Constitution through the Gilded Age. Study of the founding of the United States allows students to explore the development of the United States’ unique institutions of government, civic ideals, geography and economy.

Civics (C)	
Catholic Connections	
<ul style="list-style-type: none"> • In early US History, many believed one could not be American if they were a “papist”/ had the pope as a leader. Explain how one can be an American and still be a faithful Catholic. • What causes prejudice of any kind and how can Catholic social teachings help prevent unjust discrimination? • People often find and fight for a cause they see as important. What ‘causes’ has the United States Conference of Catholic Bishops asked us to be involved in? http://www.usccb.org/issues-and-action/index.cfm • The Dred Scott case illustrates how a majority opinion can be legal but morally wrong. Are there other situations today that are similar (e.g. Roe v. Wade, Blaine Amendment)? • What is the USCCB? What does it say on racism? Also: http://www.usccb.org/issues-and-action/human-life-and-dignity/racism/upload/open-wide-our-hearts.pdf 	
Essential Standard 1	Forms and Functions of Government
SS.8.C.1.1	Investigate and analyze the foundation, structure, and functions of the United States government.
Indicators	
<p>A. Identify and describe the different systems of government. For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate</p>	
<p>B. Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security. For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act, social programs, environmental disasters</p>	
<p>C. Examine the development of foundational laws and other documents in the United States government. For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights, Indian Removal Act</p>	
<p>D. Evaluate how various United States government decisions impact people, place, and history. For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican American War</p>	
<p>E. Describe how important government principles are shown in American government. For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty, Catechism of the Catholic Church 2425</p>	

<p>F. Analyze the development and significance of political parties in the United States. For example: Federalists and Antifederalists, Know Nothing Party</p>	
Essential Standard 2	Civic Participation
SS.8.C.2.1	Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.
Indicators	
<p>A. Demonstrate ways individuals participate in the political process. For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information</p>	
<p>B. Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts. For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs</p>	
<p>C. Demonstrate civic engagement. For example: engaging in service-learning projects, volunteerism, student government participation, participation in simulations of democratic processes (mock trials, elections, etc.), USCIS Citizenship test, communicating through civil discourse</p>	
<p>D. Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws, Ku Klux Klan</p>	
<p>E. Compare and contrast the roles and influences of individuals, groups, and the media on American government. For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington, Chief Standing Bear, Susan La Flesche</p>	

8th Grade Social Studies Standards

Economics (E)	
Catholic Connections	
<ul style="list-style-type: none"> • Can poor work conditions exist today and what would cause them? What principles from Catholic social teaching can keep this from happening? • Who is Dorothy Day and what is the Catholic Workers Movement? • The Catholic Church has spoken against the effects of industrialization. Although not as prevalent, types of ‘sweatshops’ still exist. Large American companies produce products in poor countries. What can a normal American do to address the concern of poor working conditions of big industries? See <i>Catechism of the Catholic Church 1783-1785, 1868-69, 1913-1917.</i> 	
Essential Standard 1	Economic Decision Making
SS.8.E.1	Not addressed at this level.
Essential Standard 2	Financial Literacy
SS.8.E.2.1	Understand personal and business financial management.
Indicators	
<p>A. Identify skills for future financial success. For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management</p>	
<p>B. Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources. For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions, charitable contributions</p>	
Essential Standard 3	Exchange and Markets
SS.8.E.3	Not addressed at this level.
Essential Standard 4	National Economy
SS.8.E.4.1	Justify and debate economic decisions made by North American societies.
Indicators	
<p>A. Research the origins and development of the economic system, banks, and financial institutions in the United States. For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy</p>	
<p>B. Explain how tax revenues are collected and distributed. For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured</p>	
<p>C. Describe the progression of money and its role in early United States history. For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas’ populations boomed. Examine the National Banking Act of 1863</p>	
Essential Standard 5	Global Economy
SS.8.E.5.1	Illustrate how international trade impacts individuals, organizations, and nations.

Indicators	
A.	Explain that currency must be converted to make purchases in other countries. For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest
B.	Recognize how trade barriers impact the prices and quantity of goods. For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765

8th Grade Social Studies Standards

Geography (G)	
Catholic Connections	
<ul style="list-style-type: none"> What are some examples of environmental stewardship of natural resources? 	
Essential Standard 1	Location and Place
SS.8.G.1	Not addressed at this level.
Essential Standard 2	Regions
SS.8.G.2.1	Examine how regions form and change over time.
Indicators	
A. Evaluate physical and human characteristics of places and regions. For example: climate, landforms, religious groups, ethnic groups	
B. Determine the impact of land and water features on human decisions. For example: location of settlements and transportation with respect to physical features	
C. Identify and justify how humans develop major world regions and the impact on human societies. For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure	
Essential Standard 3	Human-Environment Interaction
SS.8.G.3.1	Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
Indicators	
A. Interpret the impact of natural processes on human and physical environments. For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides	
B. Analyze how humans have utilized and adapted to their physical environment. For example: rivers, wetlands, forests, treeless plains, precipitation, drought, Catechism 2402-2405	
Essential Standard 4	Movement
SS.8.G.4	Not addressed at this level.
Essential Standard 5	Geospatial Skills and Geo-Literacy

SS.8.G.5	Not addressed at this level.
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8th Grade Social Studies Standards

History (H)	
Catholic Connections	
<ul style="list-style-type: none"> • During this time period, many prejudices existed – against Native Americans, African Americans, immigrants and Catholics. What is the Know-Nothing Party? • Anti-Catholicism still exists today. What kinds of things do people not understand about the Church? What is the Blaine Amendment? • What criteria does the Church suggest when deciding to go to war? See Catechism of the Catholic Church 2243, 2308-2310. 	
Essential Standard 1	Change, Continuity, and Context
SS.8.H.1.1	Analyze patterns of continuity and change over time in United States history.
Indicators	
<p>A. Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States. For example: Columbian Exchange, European colonization and Native American response, Colonial America, Great Awakening, Benjamin Franklin, George Washington, Thomas Jefferson, establishing a nation, Manifest Destiny, Indian Removal Act, slavery, expansion and reform, Dred Scott decision, secession, Abraham Lincoln, Civil War and Reconstruction, Standing Bear, rise of corporations, growth of organized labor, assembly line, immigration, industrialization John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, democratic ideals, patriotism, citizen’s rights, changes in religious groups</p>	
<p>B. Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts. For example: founders and founding documents, national symbols</p>	
Essential Standard 2	Multiple Perspectives
SS.8.H.2.1	Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
Indicators	
<p>A. Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history. For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women’s Suffrage Movement, Kateri Tekakwitha, Elizabeth Ann Seton</p>	
<p>B. Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. For example: The Bill of Rights, slavery, Gettysburg Address, “The New Colossus” poem, Rerum Noverum</p>	
SS.8.H.2.2	Examine historical events from the perspectives of marginalized and underrepresented groups.
Indicators	
<p>A. Identify how differing experiences can lead to the development of perspectives. For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States</p>	
<p>B. Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently. For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican American War, compare perspectives of Catholic immigrants to Protestant and Nativist views</p>	

Essential Standard 3	Historical Analysis and Interpretation
SS.8.H.3.1	Evaluate and interpret sources for perspective and historical context.
Indicators	
<p>A. Compare and contrast primary and secondary sources of history. For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event</p>	
<p>B. Evaluate the relationships among historical events in the United States and relevant contemporary issues. For example: political party platforms, continuing debates about role of government, Catholicism: how it was viewed in the 1840s to JFK to current times</p>	
Essential Standard 4	Historical Inquiry and Research
SS.8.H.4.1	Apply the inquiry process to construct and answer historical questions.
Indicators	
<p>A. Identify areas of inquiry by using student-generated questions about multiple historical sources. For example: Why is the Gettysburg Address considered an important statement of American national ideals?</p>	
<p>B. Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives</p>	
<p>C. Gather, analyze, and communicate historical information about United States history from multiple sources. For example: primary sources, secondary sources, popular media, scholarly perspectives</p>	

8th Grade Instructional Resources

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Professional Organizations:

[National Council for the Social Studies \(NCSS\)](#): “The mission of the National Council for the Social Studies is to advocate and build capacity for high-quality social studies by providing leadership, services, and support to educators” (NCSS). Many resources available to guide teachers’ instruction in social studies.

[National Social Science Association](#). The National Social Science Association (NSSA) is a national interdisciplinary association that brings together social scientists from across the country to share their information through conferences and publications.

[The National Council for Geographic Education](#): The National Council for Geographic Education works to enhance the status and quality of geography teaching and learning. To meet its mission, the NCGE: Promotes the importance and value of geographic education; Enhances the preparation of geographic educators with respect to their knowledge of content, techniques, and learning processes; Facilitates communication among teachers of geography; Encourages and supports research on geographic education; Develops, publishes, and promotes the use of curriculum, resource, and learning materials; and Cooperates with other organizations that have similar goals.

[Nebraska Council on Economic Education](#): Throughout five centers for economic education, the council provides resources for professional development, graduate education, workshops, classroom activities and academic competitions for teachers and students in K-12 and post-secondary institutions. Contact us if you need additional information, would like to sponsor an event or would like to help support the council and our mission.

[Nebraska State Council of Social Studies](#): This organization assumes a leadership role in education in Nebraska, creates a collaborative space for all Social Studies organizations in the state to operate, and serves the interest of members of the National Council for the Social Studies and this state's affiliation

[Geographic Educators of Nebraska](#): The mission of the Geographic Educators of Nebraska is to improve the quality and quantity of geographic education in the schools of Nebraska. We seek to accomplish this by expanding geographic content and classes in Nebraska schools, colleges, and universities, supporting educators (including pre-service) in their efforts to infuse geography and geographic content into their classrooms, and teaching: modeling, practicing, and exemplifying dynamic geographic education practices. By doing these things we hope to increase awareness and appreciation of the geographic perspective among both educators and the general public, facilitate the flow of information regarding geographic education and related issues amongst educators and the general public, and advocate for Nebraska educators with regard to geographic issues at the local, state, and national levels

[Civic Nebraska](#): We build young leaders; connect and empower Nebraskans to strengthen democracy; cultivate active members of society in our schools, neighborhoods, and communities; and protect your voting rights.

[Gilder Lehrman](#): The Gilder Lehrman Institute of American History was founded in 1994 by Richard Gilder and Lewis E. Lehrman, visionaries and lifelong supporters of American history education. The Institute is the leading nonprofit organization dedicated to K–12 history education while also serving the general public. Its mission is to promote the knowledge and understanding of American history through educational programs and resources.

K-12 Instructional Resources:

Catholic Saints References. Online references that provides biographical, Feast Day, and liturgical calendar information.

<https://www.catholic.org/saints/>

<https://mycatholic.life/saints/>

Bill of Rights Institute: Join BRI's call to action to activate teachers' pedagogical knowledge in helping students solve challenges in their community through engaging in a historical framework. Explore BRI's tools and resources to prepare our students to be the problem solvers of tomorrow. Includes two free online textbooks and resources, Voices of History and Documents of Freedom.

iCivics: Our games transform abstract concepts into real-life problems. Young people learn how government works by experiencing it. They step into the role of a judge, a member of Congress, a community activist, even the President of the United States - and do the job they do. Students gain civic knowledge and skills because the learning experience is fun and challenging. They learn without even realizing it.

Brain Pop: short videos on most historic, along with other subjects) events.

www.brainpop.com

www.Brainpopjr.com (K-3)

Federal Reserve Education: Equipping Educators, Educating Students, and Empowering Consumers. Resources K-12 for economic topics and financial literacy.

Asia Society- Center for Global Education: Teacher resources for those who are interested in information related to teaching for global understanding and competence. Includes professional development resources for teachers.

SHEG (Stanford History Education Group): The Stanford History Education Group is an award-winning research and development group that comprises Stanford faculty, staff, graduate students, post-docs, and visiting scholars. SHEG seeks to improve education by conducting research, working with school districts, and reaching directly into classrooms with free materials for teachers and students. SHEG's Reading Like a Historian curriculum and Beyond the Bubble assessments have been downloaded more than 9 million times. SHEG's current work focuses on how young people evaluate online content. SHEG has created a Civic Online Reasoning curriculum to help students develop the skills needed to navigate our current digital landscape.

International Society for Technology in Education (ISTE) - Global Collaborator: Ideas and resources for meeting ISTE's "Global Collaborator" student standard. Access to videos showing this standard in action can be found [here](#).

National Archives: The National Archives and Records Administration (NARA) is the nation's record keeper. Of all documents and materials created in the course of business conducted by the United States Federal government, only 1%-3% are so important for legal or historical reasons that they are kept by us forever.

Library of Congress: The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching. Find Library of Congress lesson plans and more that meet Common Core standards, state content standards, and the standards of national organizations.

[Institute for Holocaust Education](#): The Institute for Holocaust Education provides educational resources, workshops, survivor testimony, and integrated arts programming to students, educators, and the public. The IHE provides support to Holocaust survivors in our community.

[Echoes and Reflections](#): Since 2005, Echoes & Reflections has impacted more than 60,000 educators, reaching an estimated 6 million students across the United States—and at no cost. Through our Holocaust education programs and resources, educators gain the skills, knowledge, and confidence to teach this topic effectively.

[Anti-Defamation League \(ADL\)](#): To stop the defamation of the Jewish people, and to secure justice and fair treatment to all.

For Omaha: <https://omaha.adl.org/>

[Street Law, Inc.](#): Streetlaw advances justice through classroom and community education programs that empower people with the legal and civic knowledge, skills, and confidence to bring about positive change for themselves and others.

[Southern Poverty Law Center](#). The Southern Poverty Law Center is dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of our society.

[NCSS - Notable Social Studies Trade Books](#) For grades K-8. NCSS list of books that emphasize human relations, represent a diversity of groups and are sensitive to a broad range of cultural experiences, present an original theme or a fresh slant.

[Carter G. Woodson Award](#) - Annual award given by NCSS to non-fiction books that treat topics related to ethnic minorities and race relations sensitively and accurately.

Remote/Distance Learning Instructional Resources:

[Nebraska Department of Education Open Education Resources \(OERs\) for Social Studies](#). Online education materials to support distance learning instruction. When this file opens, look for “DigResources 4 SS With Links” document.

[Hyperdocs](#): The term HyperDoc was coined in 2013 as a way to curate lessons. Developers choose web tools to provide students with the opportunities to Engage, Explore, Explain, Apply, Share, Reflect and Extend learning. Critical thinking and problem-solving skills are developed through linked tasks. Students have an opportunity to create authentic digital artifacts to show what they know and connect to with a wider audience.

Evidence-Based Instruction:

[Guidebook: Six Proven Practices for Effective Civic Learning](#)

[Edutopia Social Studies Practices](#). Teaching tips, strategies, and resources for helping students develop in the social sciences.

[Teaching History Best Practices](#). Teaching tips, best practices, and materials for history instruction.