

## **Hastings Public School's Key Concepts and Essentials**

### **Edwin Perkins: The Inventor (K-1)**

#### Social Studies/History – Kindergarten

- Identify choices students have made and explain why they had to make a choice.
- Recognize that people make choices because they cannot have everything they want (scarcity).
- Identify the chronology of personal events and their impact.
- Recognize historical people, events, ideas, and symbols.

#### Science – Kindergarten

- Relate to information on a science topic (I can work together to ask and answer questions) Scientific questioning
- Participate in simple, teacher-facilitated investigations (I can work together to ask and answer questions) Scientific Investigation
- Use the five senses to explore science topics (I can observe by using the senses) Scientific observations

#### Social Studies/History – First Grade

- Identify ways that people/cultures change over time. (I can tell how things change over time.)
- Describe how the environment influences their food, clothing, shelter, transportation, and recreation. (I can show how where I live affects what I eat, what I wear, what I live in, how I get from place to place, and how I play.)
- Identify inventions (I can tell about new creations.)
- Describe a helpful invention and explain its importance. (I can tell how a new creation can help us.)
- Identify needs and wants of most families. (I can understand what things people have to have and what they would like to have.)
- Identify the differences between goods and services. (I know what goods and services are.)

## Science – First Grade

- Recognize questions that relate to a science topic (questioning)
- Conduct simple investigations (investigations)
- Use the five senses, describe objects, organisms, or events through pictures, words, and numbers (observations)

## **Sea Monsters of Nebraska (1-2)**

### Science- First Grade

- Conduct simple investigations (investigations)
- Use simple tools appropriately (tools)
- Collect and record observations using pictures, words, and symbols (data collection)

### Science- Second Grade

- Students will ask questions and conduct investigations that lead to observations and communication of findings.
- Ask questions that relate to a science topic (Scientific Questioning)
- Conduct simple investigations (do not hold students responsible for dependent and independent variables. (Scientific Investigations)
- Select and use simple tools appropriately-e.g., observation and measurement tools (Scientific Tools)
- Describe objects, organisms, or events using pictures, words, and numbers (Scientific Observations)
- Collect and record observations (Scientific Data Collection)

## **North American Mammals (1-2)**

### Science- First Grade

- Conduct simple investigations (investigations)
- Use the five senses, describe objects, organisms, or events through pictures, words, and numbers (observations)
- Identify the basic needs of living things (food, water, air, space, shelter)

### Science- Second Grade

- Students will ask questions and conduct investigations that lead to observations and communication of findings.
- Recognize questions that relate to a science topic (questioning)
- Conduct simple investigations (investigations)
- Students will investigate the characteristics of living things. (Structure & Function of Living Things)
- Identify the basic needs of living things (food, water, air, space, shelter)

- Observe and match plants and animals to their distinct habitats (Characteristics of Living Organisms)

### **Plains Indian Culture (1-3)**

#### Social Studies- First Grade

- Identify ways that people/cultures change over time. (I can tell how things change over time.)
- Describe how the environment influences their food, clothing, shelter, transportation, and recreation. (I can show how where I live affects what I eat, what I wear, what I live in, how I get from place to place, and how I play.)

#### Social Studies- Second Grade

- Compare changes in daily life past and present
- Describe how people in the United States share their cultures
- Describe how children learn beliefs and values from their families
- Demonstrate how different types of shelters are relevant to the environment of Native Americans
- Explain how Native Americans used the resources for daily living (plants and animals)

### **Kool-Aid: A Success Story (2-3)**

#### Social Studies- Second Grade

- Describe the work of producers and the role of consumers
- Identify the relationships between people's choices and their needs and wants

#### Social Studies- Third Grade

- Identify various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)
- Identify past and current events, issues, and problems
- Gather, develop, and present historical information about their community

### **Exploring Rocks and Minerals (3-5)**

#### Science- Third Grade

- Plan and conduct simple investigations and identify scientific questions.
- Share and provide feedback on scientific investigations.
- Identify physical properties of matter. (color, odor, and weight)

#### Science- Fourth Grade

- I can formulate scientific questions
- I can plan and conduct simple scientific investigations'

### Science- Fifth Grade

- Conduct the experiment using scientific equipment correctly and accurately
- Develop a reasonable explanation based on data
- Describe characteristics of rocks and minerals.

### **Corps of Discovery (4-5)**

#### Social Studies-Fourth Grade

- Describe and explain the relationships among historical people, events, ideas, and symbols over time using multiple types of sources. E.g. Native Americans of the Plains, Explorers: Lewis and Clark, Stephen Long, Hiram Scott, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Mettill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraskan: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)

#### Social Studies- Fifth Grade

- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the national level.
- Demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

#### Language Arts-Fifth Grade

- Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

### **Kool-Aid: Impacted by History (4-5)**

#### Social Studies- Fourth Grade

- Recognize prices are what consumers pay when they buy a good or service.
- Investigate how capital resources are used to make other goods and produce services. (e.g. tools, laboratories, equipment, and machinery)
- Make observations about the purpose of various financial institutions in Nebraska. (e.g. barter, trading posts, banks, credit unions)

#### Social Studies- Fifth Grade

- Analyze various markets where buyers and sellers exchange goods or services.

- Examine chronological relationships and patterns, and describe the connections among them.

### **The Pawnee (4-5)**

#### Social Studies- Fourth Grade

- Describe and explain the relationships among historical people, events, ideas, and symbols over time using multiple types of sources. E.g. Native Americans of the Plains, Explorers: Lewis and Clark, Stephen Long, Hiram Scott, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Mettill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraskan: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)

#### Social Studies-Fifth Grade

- Demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources. (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures)