

# Social Studies

# Grade-Level Expectations

Missouri Department of Elementary and Secondary Education  
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# Introduction

We are pleased to present this final version of the Grade-Level Expectations for Social Studies. These Expectations provide an additional level of specificity for the Show-Me Standards and should help local educators develop and implement more effective social-studies curricula.

The No Child Left Behind Act of 2001 requires state assessment systems to test students in reading/language arts, mathematics, and science, but the law does not require state-level testing in social studies. Nonetheless, social studies remains an integral component of the public-school curricula, and we believe these Expectations represent a valuable tool for local educators.

This document was developed to suggest learner outcomes that could be addressed at each grade in the K-12 curriculum. Other options, based on local needs, are certainly possible. To create a spiraled and meaningful curriculum, concepts should be extended across grade levels in order to ensure they are appropriately introduced, applied and mastered in the context of grade-level themes.

We have arranged the Social Studies Grade-Level Expectations across grade levels for grades K-8 and by content area in grades 9-12. The reason for incorporating two different arrangements is that educators often teach social-studies content thematically in elementary and middle schools, but they address the content via specific courses in high school.

We have listed social-studies concepts in the left column, and we have designated these concepts by letter and number. The number references a concept to the benchmarks in the *Content Specifications for Statewide Assessment By Standard (Assessment Annotations)--Social Studies*. This format differs from the other content areas because the original *Assessment Annotations* for social studies differ from the *Assessment Annotations for the Curriculum Frameworks* for the other subjects' content areas.

The glossary from the *Assessment Annotations* is attached to this document. Bolded words in the text of the Grade-Level Expectations are referenced in the glossary.

After reviewing early drafts of the Social Studies Grade-Level Expectations, many K-8 educators requested ideas on how to teach to them. Thus, we are including teaching strategies for grades K-8 for the first five content standards (with their relevant process goals). (High-school teachers did not see the need for us to include strategies for grades 9-12.) These teaching strategies and related process goals are **suggestions** for implementation, and their purpose is to further clarify the elementary and middle-school Expectations. *Missouri's Framework for Curriculum Development in Social Studies K-12* lists many of these ideas, although the writing committee developed additional suggestions especially for this document.

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Level	Possible Topic/Focus for the School Year
K	Self in family, school, the school's immediate environment, and the Nation
1	Families – Here and in Other Settings of the Past and Present
2	Community – Our Community and Communities in Other Places
3	Communities – Our Community, Its History, How It Is Governed, How People Earn a Living in It, How it Relates to the Nation
4	Missouri History and Missouri Geography in the Contest of United States Regions
5	American History: The Peoples of America Before Columbus, The Arrival of Europeans, The Colonies, The Revolution and New Nation, The Expansion of the Nation, Early Industrial Revolution, The Civil War
6	Option 1: World Geography; Option 2: World History: Ancient Times to the time of Columbus
7	Option 1: World History: Ancient Times to the time of Columbus; Option 2: World Geography
8	United States History from the Columbian Exchange through Reconstruction

# **Grades K-4 Objectives**

Principles of Constitutional Democracy

CONCEPTS	1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<b>A.</b> <b>(1) Knowledge of the Constitution as the fundamental law of our nation</b>	Identify why laws and rules are made	Explain how laws and rules are made and changed to promote the <b>common good</b>	Explain and apply the concept of <b>majority rule</b>	Identify and explain why cities make laws and ordinances	Identify and explain why Missouri has a constitution and why the state makes and enforces laws
Teaching Strategies	Discuss why rules are needed in the classroom, and identify the importance of safety rules and signs.	Create classroom rules, and explain how school rules help make the school a place where everyone can learn.	Vote on a class issue, and explain a situation in which the students used <b>majority rule</b> to solve a dispute.	Invite city officials to explain city laws and why they exist.	Make a graphic to compare the purposes of the state government to the purposes of city government.
<i>Process Standards</i>	2.3, 1.10, 4.7	2.3, 4.6, 4.7	1.10, 4.1, 4.7	1.5, 2.3, 4.1, 4.7	1.10, 1.8, 1.9
<b>B.</b> <b>(2) Citizens have both rights and responsibilities</b>		List the <b>rights</b> and <b>responsibilities</b> of citizens	Explain the <b>rights</b> of citizens	Discuss and apply <b>responsibilities</b> of citizens including respect for the rights of others and treating others fairly (justice)	Identify <b>rights</b> included in the Bill of Rights, including freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government
Teaching Strategies		Brainstorm a list of rights and responsibilities of students in the classroom.	Select one right of a citizen (such as voting), and tell why it is important and/or what life might be like without that right.	Create posters, ads or diagrams that depict the ideals of justice and respect.	Illustrate rights in the Bill of Rights, and compile a class book of examples.
<i>Process Standards</i>		2.3, 4.3	2.3, 4.3	2.1, 4.3	1.8, 2.1
<b>C.</b> <b>(3) Understanding of the main purposes of United States documents</b>				State the main purposes of the Declaration of Independence  Identify the purpose of the Constitution	Explain the major purpose of the Constitution and the Bill of Rights
Teaching Strategies				Create a simple diagram that lists the main purposes of the Declaration of Independence and the Constitution.	Explain why the Constitution was created and why some people believed a Bill of Rights was necessary.
<i>Process Standards</i>				1.8, 1.5	4.1, 4.2

Principles of Constitutional Democracy *(continued)*

CONCEPTS	1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<p><b>D.</b> <b>(4) Knowledge of the symbols of our nation</b></p>	<p>Identify the flag as a symbol of our nation</p> <p>Recite the Pledge of Allegiance</p>	<p>Recognize and explain the significance of the following national symbols:</p> <ul style="list-style-type: none"> <li>• Statue of Liberty</li> <li>• Nation's capitol</li> </ul>	<p>Describe the importance of the Pledge of Allegiance</p>	<p>Explain how the National Anthem symbolizes our nation</p>	
<p>Teaching Strategies</p>	<p>Find and cut out pictures representing ideas in the Pledge of Allegiance around a United States Flag.</p>	<p>Read the last verse of <u>The New Colossus</u>, and discuss and interpret it in groups.</p> <p>Find pictures of the White House, Capitol and Supreme Court. Then draw a tree, and place each picture on a different branch, labeling a function for each.</p>	<p>Use a web chart to connect ideas in the Pledge of Allegiance to examples in American life.</p>	<p>Read and interpret the first and last verses of the Star Spangled Banner. Explain the meaning in your own words.</p>	
<p><i>Process Standards</i></p>	<p>1.6, 1.8</p>	<p>1.5, 1.6, 2.3, 1.8</p>	<p>1.6, 1.8, 1.10</p>	<p>1.6, 1.8</p>	

Missouri, United States and World History

CONCEPTS	2a. Knowledge of continuity and change in the history of Missouri, the United States and the world				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
A. (1) Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times					Identify and describe the significance of the <b>individuals from Missouri who have made contributions to our state and national heritage</b> ; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton
Teaching Strategies					Role-play famous Missourians, emphasizing contributions to our state and national heritage.
<i>Process Standards</i>					1.5, 1.10, 2.1
<i>(A. Continued)</i>					Locate and describe settlements in Missouri of people of European and African heritage
Teaching Strategies					Use historical maps to locate where various ethnic groups settled. Write a reason for their attraction to those places.
<i>Process Standards</i>					1.8, 1.6, 1.10
<i>(A. Continued)</i>					Outline issues of Missouri statehood, such as the Missouri Compromise
Teaching Strategies					Construct a timeline of issues/events that led up to Missouri statehood.  List arguments for and against admitting Missouri as a free or slave state.
<i>Process Standards</i>					1.5, 1.8, 1.10, 3.6

Missouri, United States and World History *(continued)*

CONCEPTS	2a. Knowledge of continuity and change in the history of Missouri, the United States and the world				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<i>(A. Continued)</i>					Summarize the events in westward expansion, including people's motivation, their hardships and Missouri as a jumping-off point to the West
Teaching Strategies					Write an imaginary (fictional) story. Pretend you are traveling with your parents to California in 1849. Explain reasons for migration, hardships endured and buying supplies in Missouri.
<i>Process Standards</i>					1.10, 2.1, 4.1
<i>(A. Continued)</i>					Explain Missouri's role in the Civil War, i.e., Missouri as a border state
Teaching Strategies					Summarize positions taken by pro-Southern and pro-Northern groups in Missouri. Use maps to show concentration of supporters for each side in Missouri, and explain reasons for their location.
<i>Process Standards</i>					1.8, 1.10, 3.1, 3.6
<i>(A. Continued)</i>					Describe the changes in Missouri since the Civil War in education, transportation and communication
Teaching Strategies					Draw a timeline to trace changes in education, communication and transportation that have taken place since the Civil War. Predict advances in these areas in the future.
<i>Process Standards</i>					1.8, 1.10, 2.1

Missouri, United States and World History *(continued)*

CONCEPTS	2a. Knowledge of continuity and change in the history of Missouri, the United States and the world				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<b>B.</b> <b>(2) Knowledge of the contributions of non-Missourians</b>		Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln	Compare and contrast the habitats, resources, art and daily lives of Native American peoples, Woodland and Plains Indians	Describe the contributions of Martin Luther King, Jr.	Describe the contributions of Thomas Jefferson  Sequence and describe the importance of <ul style="list-style-type: none"> <li>• Louisiana Purchase</li> <li>• Lewis and Clark Expedition</li> </ul>
Teaching Strategies		Read, listen to and view biographies that illustrate values and accomplishments of Presidents Washington and Lincoln.	Investigate how rules and community norms affected lives in Native American villages in early American colonies.	Collect a series of pictures from magazines, the Internet, etc., to create a montage showing how Martin Luther King, Jr., helped people achieve equality and freedom. Write a short explanation for the montage.	Read a short biography of Thomas Jefferson. Take notes, listing Jefferson's contributions to the founding, governing and expansion of the United States on a chart.
<i>Process Standards</i>		1.5, 1.6	1.5, 1.6, 1.10	1.8, 2.1	1.8, 1.5, 1.6
<b>(B. Continued)</b>					Evaluate the impact of westward expansion on Native American in Missouri.
Teaching Strategies					Make a T-chart comparing the lifestyle of Native Americans in Missouri and the frontiersman, using nonfiction and fictional sources. Predict the results of the clash of these two lifestyles.
<i>Process Standards</i>					1.6, 1.8

World History

CONCEPTS	2b. Knowledge of continuity and change in the history of the world				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<b>A.</b> <b>(1) World History</b>	NA	NA	NA	NA	NA

Principles and Process of Governance Systems

CONCEPTS	3. Knowledge of principles and processes of governance systems				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<b>A. (1) Knowledge of democratic principles of governance, especially as applied to school, community and state</b>	Participate in a democratic decision-making processes  Explain how to resolve disputes peacefully in the classroom and on the playground	Examine how individual rights are protected  Propose peaceful resolutions of disputes in the classroom and on the playground	Explain the importance of promoting the <b>common good</b>  Demonstrate a peaceful resolution to a dispute  Explain how disputes can threaten the peace in a community and how they may be resolved peacefully	Analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc.	
Teaching Strategies	Nominate and select candidates for classroom offices.	Identify and explain your rights in school and on the playground.	Students will make collages using pictures from the Internet, magazines or books illustrating the <b>common good</b> .	Role-play and then discuss conflict resolution scenarios related to parents, teachers and principals.	
<i>Process Standards</i>	1.10, 4.2	1.10, 2.1, 4.2	1.4, 1.8	1.5, 1.10, 2.1	
Teaching Strategies	As problems arise in the classroom, make rules to address problems. Evaluate how well rules work.	Simulate students disagreeing on who gets to use playground equipment. Have students brainstorm methods to resolve the dispute.	Use problem-solving strategies in an effort to resolve some current issue or issues in your school, neighborhood or community.		
<i>Process Standards</i>	3.7, 4.3, 4.7	2.1, 3.2	3.1, 3.2		
Teaching Strategies			Select a current controversial issue from local news. Investigate perspectives on an issue. Explain the seriousness of the issue and possible solutions.		
<i>Process Standards</i>			1.5, 3.3, 3.6		
<b>B. (2) A general knowledge of how and by whom authoritative decisions are made, enforced and interpreted within these governance systems</b>	Describe how groups need to make decisions and how those decisions are made in families and classrooms	Describe how authoritative decisions are made, enforced and interpreted within schools	Describe how authoritative decisions are made, enforced and interpreted within local communities	Describe how authoritative decisions are made, enforced and interpreted within the federal government	Describe how authoritative decisions are made, enforced and interpreted within the state government
Teaching Strategies	Students will help construct rules for the classroom. Compare with rules at home. Compare the enforcement of these rules at home and at school.	Diagram decision making, enforcement and interpretation in your school on a flow chart. Include the school board, superintendent, principal, teachers and students. Give an example at each level. Draw lines connecting individuals and groups.	Invite a local councilman/mayor and policeman to speak on the process of making and enforcing ordinances for the city. Have students prepare questions to ask about local issues.	Create a chart with explanations that shows how the federal government makes, enforces and interprets decisions.	Create a chart with explanations that shows how state government makes, enforces and interprets decisions.
<i>Process Standards</i>	4.6, 4.7	1.6, 1.8	1.5, 2.3	1.6, 1.8, 2.1	1.6, 1.8, 2.1

Principles and Process of Governance Systems *(continued)*

CONCEPTS	3. Knowledge of principles and processes of governance systems				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
C. <b>(3) Knowledge of the functions of the three branches of government</b>	Explain what it means to make rules and how it is necessary to carry out or enforce rules	Explain what it means to make, enforce, carry out and interpret rules (i.e., explain what rules mean in specific cases)		Identify and explain the functions of the <b>three branches of government</b> in the federal government	Identify and explain the functions of the <b>three branches of government</b> in the state government
Teaching Strategies	Brainstorm a list of rules found in this school. Then have students explain in their own words why they are important.	Identify characters from children's literature that make, enforce and interpret rules.		Construct concept/word maps that illustrate the functions of the three branches of federal government.	Construct concept/word maps that illustrate the functions of the three branches of state government.
<i>Process Standards</i>	1.5, 4.1	1.5, 1.6, 1.10		1.8, 1.10, 2.1	1.8, 1.10, 2.1

Standard 4. Economic Concepts and Principles

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<p><b>A.</b></p> <p><b>(1) Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events</b></p>	<p>Identify examples of <b>scarcity</b></p> <p>Identify examples of <b>opportunity cost</b></p>	<p>Identify <b>private goods</b> and services</p> <p>Describe the relationships among <b>consumers, consumption, producers and production</b></p>	<p>Show how people trade using <b>money</b> and <b>bartering</b></p>	<p>Identify and explain <b>public goods</b> and services</p> <p>Distinguish among <b>natural, capital and human resources</b></p>	<p>Compare <b>saving</b> and financial <b>investment</b></p> <p>Explain <b>supply</b> and <b>demand</b></p>
Teaching Strategies	<p>Have the class color and cut out a picture using one small box of crayons and one pair of scissors. Discuss how this scenario illustrates <b>scarcity</b>.</p> <p>Have the students choose between candy and a small toy and discuss which represents the <b>opportunity cost</b>.</p>	<p>Discuss <b>private goods</b> and private services. Have students make concept maps of <b>private goods</b> and services they receive.</p> <p>Help students develop a circular flow chart that illustrates the relationship between <b>consumers and producers and production and consumption</b>. Illustrate and label chart with pictures or drawings.</p>	<p>Set up a simulation that allows students to participate in both methods of trade with <b>money</b> and <b>bartering</b>.</p>	<p>Construct a map, and label certain buildings as public-service places (city hall, schools, streets, police department, fire department, highway department, etc.). Students explain the purposes of those places and how they are different from the community's <b>private goods</b> and services.</p>	<p>Discuss the differences and connections between <b>saving</b> and financial <b>investment</b>. Have students design posters that define (in their own words) and illustrate these two economic concepts.</p>
<i>Process Standards</i>	1.5, 1.6, 1.10	1.6, 1.8, 1.10, 2.1	1.10, 2.1	1.8, 1.9, 1.10, 2.1	1.5, 1.8, 2.1, 1.10
Teaching Strategies				<p>Define and give real-world examples of <b>natural, capital and human resources</b>.</p>	<p>Invite an owner of a local store that sells something popular with students (skateboards, bicycles, etc.) to speak to the class about how <b>supply</b> and <b>demand</b> affects his or her business.</p> <p>Develop definitions from the storeowner for both economic concepts. Apply these concepts to several different real-world scenarios.</p>
<i>Process Standards</i>				1.6, 1.10	1.5, 1.6, 1.10
Teaching Strategies				<p>Divide the class into three groups of students: <b>human resources, capital resources and natural resources</b>. Each group will identify their resource in the school building. Share findings with the other groups on large paper or board.</p>	
<i>Process Standards</i>				1.6, 1.8, 2.1, 4.6	

Economic Concepts and Principles *(continued)*

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<b>B.</b> <b>(2) Economic decision-making</b>			Explain how to make decisions using <b>cost-benefit analysis</b>	Conduct a <b>cost-benefit analysis</b>	Interpret past, explain present and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to fourth graders, such as decisions made by <b>consumers</b> and decisions pertaining to the <b>environment</b> )
Teaching Strategies			Model (and discuss) using a pros/cons T-chart (benefits = pros or happy faces, while costs = cons or frowns) making a tough decision, such as getting a puppy compared to getting a small aquarium with fish, or choosing one toy over another as a birthday gift.	Have students design a cost-benefit T-chart of choices for a tough decision they had to make during the past week. Select three or four students to share their charts and to explain how the cost-benefit T-chart helped them to make their decision.	Groups of students will construct a decision-making grid to illustrate the process used to make a difficult decision.  Explain the possible consequences of the decision.
<i>Process Standards</i>			1.6, 1.8, 1.10, 3.8	1.6, 1.8, 1.10, 2.1, 3.8	1.6, 1.10, 2.1, 3.8, 4.6
Teaching Strategies					Review a news article about an environmental issue. Construct a decision-making grid. Divide the grid into short and long-term consequences and make a decision based on analysis.
<i>Process Standards</i>					1.6, 1.10, 2.1, 3.8

Economic Concepts and Principles *(continued)*

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<p>C.</p> <p><b>(3) The existence and purposes of taxes</b></p>				<p>Identify <b>taxes</b> students experience, such as sales taxes</p> <p>List how tax moneys are used, who benefits from tax-supported services and who pays for these services</p>	<p>Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes</p>
Teaching Strategies				<p>Bring in pictures of items that students buy. Students should explain why the advertised price is not the total price. Explain how and why <b>taxes</b> are added.</p>	<p>Discuss the difference between private and <b>public goods</b> and services. Then, ask students to explain how Missouri gets the money it needs to provide goods and services. Students explain how sales taxes affect them in costs and benefits.</p>
<i>Process Standards</i>				1.5, 1.6, 1.10,	1.5, 1.6, 1.10, 3.8
Teaching Strategies				<p>Have cooperative learning groups design cost-benefit T-charts that illustrate the benefits and costs related to <b>consumers</b> paying <b>taxes</b> and the benefits they get from them. Then, provide time for each team of students to share their cost-benefit T-charts with the class.</p>	
<i>Process Standards</i>				1.8, 1.10, 2.1, 2.3, 3.8	
<p>D.</p> <p><b>(4) Interdependence of households, businesses and governments</b></p>					<p>Explain how decisions of households, businesses and governments affect one another</p>
Teaching Strategies					<p>Identify real-world examples of how households are <b>interdependent</b> with businesses and government through the use of pictures identifying public and <b>private goods</b> (e.g., Post Office, stationary distributor, letter writer).</p>
<i>Process Standards</i>					1.5, 1.6, 1.8, 1.10

Elements of Geographical Study and Analysis

CONCEPTS	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
A. <b>(1) Reading and constructing maps</b>	Identify maps and globes as geographic tools	Read maps  Use a compass rose to identify cardinal directions	Construct maps with title and key	Read and construct maps	Construct and interpret maps
B. <b>(2) Geography of Missouri and the United States: Location</b>		Locate a <b>place</b> by pointing it out on a map and by describing its <b>relative location</b> (description of a location by explaining where the place is in relation to one or more other places)	Identify and locate the world's seven continents and four oceans	Identify and locate the Mississippi and Missouri Rivers  Identify the states bordering Missouri  Describe and use <b>absolute location</b> using a grid system	Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph
C. <b>(3) Geography of Missouri and the United States: Place</b>			Identify and describe <b>physical characteristics</b> in the world (landforms, water bodies, etc.)		Describe <b>human characteristics</b> of a place, (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.)
D. <b>(4) Relationships within places (<i>Human-Environment Interactions</i>) (Movement)</b>			Describe why people of different groups settle more in one <b>place</b> than another and how transportation and communication systems have facilitated the movement of people, products and ideas	Describe various ecosystems in Missouri and the world and what physical factors cause them to be as they are	Describe how people are affected by, depend on, adapt to and change their <b>environments</b>
E. <b>(5) Relationships between and among places</b>			Describe different types of communication and transportation and identify their advantages and disadvantages	Describe how changes in communication and transportation technologies affect people's lives  Explain why people living in different <b>places</b> (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other	
F. <b>(6) Regions</b>			Define <b>regions</b> (i.e., as <b>places</b> that have some unifying characteristic— political, climatic, language, physical, etc.)	Identify examples of different <b>regions</b> (e.g., urban, rural, recreational area, wheat-producing region, business district)	Compare <b>regions</b> (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions)

Elements of Geographical Study and Analysis *(continued)*

CONCEPTS	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
G. (7) Uses of geography to interpret, explain and predict			Use geography to explain the present (e.g., why today's supermarkets are able to sell apples throughout the year)		Use geography to interpret the past (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably)

**Relationships of Individual and Groups to Institutions and Traditions**

CONCEPTS	6. Knowledge of relationships of the individual and groups to institutions and cultural traditions				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<b>A. (1) Cultures meeting the needs of people</b>	Name common physical, social and emotional needs	Explain how people have common physical, social and emotional needs		Compare how people's needs have been met in different ways in different cultures at various times	
<b>B. (2) Groups meeting the needs of individuals</b>			Describe how needs are met by families and friends		Analyze how needs are met by groups and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.)
<b>C. (3) Methods of resolving conflicts</b>				Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision)	Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer

Tools of Social Science Inquiry

CONCEPTS	7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)				
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
<p><b>A.</b> <b>(1) Identify, select, use and create appropriate resources for social science inquiry</b></p>	<p>Identify visual, graphic and auditory aids (posters and recordings)</p> <p>Identify <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos)</p> <p>Identify library and media resources (videos, electronic resources, periodicals and books)</p> <p>Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<p>Identify visual, graphic and auditory aids (globes, maps)</p> <p>Identify and use <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos)</p> <p>Identify library and media resources (videos electronic resources, books and periodicals)</p> <p>Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<p>Identify and select visual, graphic and auditory aids (graphs and charts)</p> <p>Identify, select and use <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos)</p> <p>Identify and select library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, and books)</p> <p>Identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<p>Identify, select and use visual, graphic and auditory aids (timelines and diagrams)</p> <p>Identify, use and create <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos)</p> <p>Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, and books)</p> <p>Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<p>Identify, select and use visual, graphic and auditory aids</p> <p>Use and evaluate <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos)</p> <p>Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons)</p> <p>Identify and create artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>
<p><b>B.</b> <b>(2) Create maps, timelines, diagrams and cartoons</b></p>					<p>Create maps, timelines, diagrams and cartoons to enhance studies in civics, history, economics and geography</p>

# **Grades 5-8 Objectives**

Principles of Constitutional Democracy

CONCEPTS	1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A.</b> <b>(1) Principles expressed in documents shaping constitutional democracy in the United States</b>	Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed	Identify responsibilities that governments and citizens need to accept to become effective in a constitutional democracy	Analyze responsibilities governments and citizens need to accept to become effective in a constitutional democracy	Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed
Teaching Strategies	Brainstorm a list of rights that can't be taken away without government action. If rights are limited or taken away, explain how they can be restored.	Construct a T-chart with "government responsibilities" on one side and "citizens' responsibilities" on the other side and label chart: "Constitutional Democracy."	List responsibilities of governments and citizens in a constitutional democracy and explain their relative importance.	Read the first two paragraphs of the Declaration of Independence and identify inalienable rights and consent of governed, then give examples and rights and relate how these are protected by a representative government.
<i>Process Standards</i>	1.10, 3.2, 4.2	1.6, 1.8, 1.10, 4.2	1.6, 1.10, 4.2	1.5, 1.10, 4.2
<b>(A. Continued)</b>	Identify important principles in the Constitution including <ul style="list-style-type: none"> <li>• <b>limited government</b></li> <li>• <b>rule of law</b></li> <li>• <b>majority rule</b></li> <li>• minority rights</li> <li>• <b>separation of powers</b></li> <li>• checks and balances</li> </ul>	Define the following: <ul style="list-style-type: none"> <li>• <b>limited government</b></li> <li>• <b>rule of law</b></li> <li>• <b>majority rule</b></li> <li>• minority rights</li> </ul>	Compare and contrast the following: <ul style="list-style-type: none"> <li>• <b>limited government</b></li> <li>• <b>rule of law</b></li> <li>• <b>majority rule</b></li> <li>• minority rights</li> </ul>	Analyze important principles in the Constitution including: <ul style="list-style-type: none"> <li>• <b>limited government</b></li> <li>• <b>rule of law</b></li> <li>• <b>majority rule</b> and minority rights</li> <li>• <b>separation of powers</b></li> <li>• checks and balances</li> <li>• amendment process</li> <li>• <b>federalism</b> (i.e., as regards federal and state governments, powers being shared, delegated and reserved)</li> <li>• <b>popular sovereignty</b></li> <li>• due process of law (see Amendments V &amp; XIV)</li> <li>• voting by citizens, especially as later amendments were passed</li> </ul>
Teaching Strategies	Connect an example of each term in a web chart with a related term. List <b>rule of law</b> as the central connecting idea. Write a paragraph about using word connections in web chart.	After defining terms, write or draw an example for each.	Compare and contrast these constitutional principles in the United States to a nation lacking them, and explain differences.	Demonstrate connections among these terms and the Constitution on a web chart, and write short explanations on the connecting lines.
<i>Process Standards</i>	1.6, 1.8, 1.10	1.8, 1.10	1.6, 1.9, 1.10	1.6, 1.8, 1.10

Principles of Constitutional Democracy *(continued)*

CONCEPTS	1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<i>(A. Continued)</i>	Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9)			Apply important principles of the Bill of Rights, such as: <ul style="list-style-type: none"> <li>• basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9)</li> <li>• protections against the government (fair trials, rights of accused, due process of law, etc.)</li> </ul>
Teaching Strategies	Communicate the meaning of important ideas from the Bill of Rights through art, music, drawings, etc. (e.g., posters that illustrate examples).			Read and examine issues from a periodical involving basic rights and freedoms contained in the Bill of Rights. List the issues involved and then decide which rights were limited or extended by the case.
<i>Process Standards</i>	1.8, 1.10, 2.1, 4.2			1.5, 1.8, 4.2
<b>B.</b> <b>(2) Role of citizens and governments in carrying out constitutional principles</b>				Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Rights
Teaching Strategies				Construct a diagram that shows the interplay between the responsibilities of governments and their citizens in carrying out important principles in the Constitution.
<i>Process Standards</i>				1.6, 1.8, 1.10, 4.2

United States History

CONCEPTS	2a. Knowledge of continuity and change in the history of Missouri, the United States and the world			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A.</b> <b>(1) Native American cultures</b>	Summarize the viability and diversity of Native American cultures before Europeans came			Analyze the viability and diversity of Native American cultures before Europeans came
Teaching Strategies	Make a collage of pictures illustrating viability and diversity of Native American cultures and write a brief explanation of each.			Construct a timeline of Native American cultures from early settlement to present day.
<i>Process Standards</i>	1.8, 1.9, 1.10, 2.1			1.8, 1.10
<b>B.</b> <b>(2) Discovery, Exploration and Settlement of the United States</b>	Outline the discovery, exploration and early settlement of America			Evaluate the importance of the discovery, exploration and early settlement of America
Teaching Strategies	Construct a map showing early settlements of the English, French, Dutch and Spanish in the United States. Explain why they settled in specific regions.			Draw a chart comparing the following aspects of discovery, exploration and settlement of America by various European nations: places, motives, conflicts and contributions.
<i>Process Standards</i>	1.5, 1.8, 1.10			1.8, 1.10
<b>C.</b> <b>(3) Perspectives on The American Revolution</b>	Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful			Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
Teaching Strategies	Write letters to the editor supporting the patriots' and loyalists' point of view.			Stage a debate between loyalists and patriots during the American Revolution.
<i>Process Standards</i>	1.10, 2.1, 1.3, 3.6			1.10, 2.1, 2.3, 3.5
<b>D.</b> <b>(4) Writing the United States Constitution</b>	Relate the drafting of the Constitution and the formation of a new nation			Justify the drafting of the Constitution, and examine its effects on the formation of a new nation
Teaching Strategies	Role-play a scene from the Constitutional Convention in which delegates discuss one of the great issues: slavery, interstate commerce, representation in Congress or taxes.			Role-play a Congressional session under the Articles of Confederation dealing with interstate commerce issues.
<i>Process Standards</i>	1.10, 2.1			1.10, 2.1

United States History *(continued)*

CONCEPTS	2a. Knowledge of continuity and change in the history of Missouri, the United States and the world			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<p><b>E.</b> <b>(5) Westward expansion and settlement of the United States</b></p>	<p>Investigate the causes and consequences of Westward Expansion, including:</p> <ul style="list-style-type: none"> <li>• Texas and the Mexican War</li> <li>• Oregon Territory</li> <li>• California Gold Rush</li> </ul>			<p>Assess the significance of Westward Expansion including:</p> <ul style="list-style-type: none"> <li>• Louisiana Purchase</li> <li>• Lewis and Clark Expedition</li> <li>• Missouri Compromise</li> <li>• Texas and the Mexican War</li> <li>• Oregon Territory</li> <li>• California Gold Rush</li> </ul>
Teaching Strategies	Make a series of maps demonstrating the growth of the United States, and write an explanation for growth on each map.			Write a paragraph or two connecting these events of Westward Expansion: Louisiana Purchase, Lewis and Clark Expedition, Missouri Compromise, Texas and the Mexican War, Oregon Territory and California Gold Rush.
<i>Process Standards</i>	1.8, 1.10			1.6, 2.1
<p><b>F.</b> <b>(6) Cultural interactions among ethnic groups</b></p>	<p>Examine cultural interactions among these groups:</p> <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• Immigrants from Europe</li> <li>• Africans brought to America</li> </ul>			<p>Analyze cultural interactions among these groups:</p> <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• Immigrants from Europe</li> <li>• Africans brought to America</li> </ul>
Teaching Strategies	Make a timeline sequencing the conflicts and cooperative efforts among European immigrants, Native Americans and Africans brought to America. Label conflicts above the line and cooperative efforts below the line.			Compare and contrast the views of Native Americans, Africans on plantations and European immigrants toward the land on which they lived and worked.
<i>Process Standards</i>	1.6, 1.8, 1.10			1.6, 1.10, 2.3

United States History *(continued)*

CONCEPTS	2a. Knowledge of continuity and change in the history of Missouri, the United States and the world			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
G. (7) Reform movements				Summarize reform movements such as: <ul style="list-style-type: none"> <li>• abolitionism</li> <li>• women's movement</li> <li>• Jacksonian Democracy</li> </ul>
Teaching Strategies				Create a contrast/comparison chart showing the main events of important reform movements, such as abolitionism, women's movement and Jacksonian Democracy. The chart could show similarities and differences among these movements.
<i>Process Standards</i>				1.8, 1.9, 1.10
H. (8) Understanding the causes and consequences of the Civil War	Identify political, economic and social causes and consequences of the Civil War and Reconstruction			Interpret political, economic and social causes and consequences of the Civil War and Reconstruction
Teaching Strategies	Create a T chart, one for the causes of the Civil War and another for the consequences of the Civil War.			Write a news article explaining political, social and economic causes and consequences of the Civil War from the point of view of a Northerner or a Southerner who fought on opposite sides during the Civil War.
<i>Process Standards</i>	1.6, 1.8, 1.10			1.6, 1.10, 2.1, 3.6

World History

CONCEPTS	2b. Knowledge of continuity and change in the history of the world (World History)			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<p><b>A.</b></p> <p><b>(1) Culture of early river valley civilizations</b></p>		<p>Examine river civilizations including:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt in North Africa (pyramids and mathematics)</li> <li>• India (religions and culture)</li> <li>• Mesopotamia (beginnings of civilization)</li> <li>• China (technological advances)</li> </ul>		
Teaching Strategies		On a world map, identify and shade areas of early river valley civilizations. Make a list of all needs provided by the river.		
<i>Process Standards</i>		1.6, 1.8, 1.10		
<p><b>B.</b></p> <p><b>(2) Contributions of Greek and Roman civilizations</b></p>		<p>Distinguish between Greek civilization and the Roman Empire regarding:</p> <ul style="list-style-type: none"> <li>• origins of <b>democracy</b></li> <li>• <b>rule of law</b></li> <li>• governmental structures</li> </ul>		
Teaching Strategies		Use a Venn Diagram to illustrate the similarities and differences between Greek civilization and the Roman Empire.		
<i>Process Standards</i>		1.8, 1.9, 1.10		
<p><b>C.</b></p> <p><b>(3) Institutions and events of European civilization during the Middle Ages</b></p>		<p>Investigate Europe in the Middle Ages, including:</p> <ul style="list-style-type: none"> <li>• rise of kingdoms</li> <li>• feudalism</li> <li>• the Crusades</li> </ul>		
Teaching Strategies		Use a cause-and-effect graphic to show how the Crusades were a factor in the rise of kingdoms and the abolition of feudalism.		
<i>Process Standards</i>		1.6, 1.8, 1.10		

World History *(continued)*

CONCEPTS	2b. Knowledge of continuity and change in the history of the world (World History)			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>D.</b> <b>(4) Japanese institutions and culture</b>		Investigate Feudal Japan, including: <ul style="list-style-type: none"> <li>• rise of war lords</li> <li>• art</li> </ul>		
Teaching Strategies		Use a graphic organizer to compare Japanese feudalism with European feudalism.		
<i>Process Standards</i>		1.6, 1.8, 1.9, 1.10		
<b>E.</b> <b>(5) Native Latin American cultures</b>		Examine and compare the Mayan, Aztec and Incan cultures		
Teaching Strategies		Compare the Mayan, Aztec and Incan cultures in religion, art, occupations and architecture by developing a travel brochure that takes the reader to their archaeological ruins.		
<i>Process Standards</i>		1.9, 1.10, 2.1		
<b>F.</b> <b>(6) Cultural features of the historic African Empires</b>		Investigate African Empires, including: <ul style="list-style-type: none"> <li>• agriculture, arts, gold production and the trans-Saharan caravan trade</li> <li>• spread of Islam into Africa</li> </ul>		
Teaching Strategies		Create a timeline and map to show the connections and diffusion of cultures in Africa.		
<i>Process Standards</i>		1.6, 1.8, 1.9, 1.10		

Principles and Processes of Governance Systems

CONCEPTS	3. Knowledge of principles and processes of governance systems			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A.</b> <b>(1) Principles and processes of government</b>	Identify <b>limited</b> and <b>unlimited governments</b>	Define <b>limited</b> and <b>unlimited governments</b> (i.e., democratic and authoritarian governments) and how people's lives vary under these systems	Compare and contrast <b>limited</b> and <b>unlimited governments</b> (i.e., democratic and authoritarian governments) and how people's lives vary under these systems	
Teaching Strategies	Collect news articles that illustrate limitations placed on powers of government officials. Describe the purposes of limitations and discuss whether they effectively accomplish those purposes.	Write a fictional story illustrating the differences between democratic and authoritarian governments.	Construct a T-chart comparing the characteristics of <b>limited</b> and <b>unlimited governments</b> .	
<i>Process Standards</i>	1.5, 1.6, 1.10, 4.1	1.9, 1.10, 2.1	1.6, 1.8, 1.10	
Teaching Strategies	Divide a poster board into two halves; on one half, place pictures/articles of governments exercising unlimited powers and on the other half, place pictures/articles that illustrate limits on government powers. Explain the main differences between governments exercising limited or unlimited powers.			
<i>Process Standards</i>	1.6, 1.8, 1.10, 2.1			

Principles and Processes of Governance Systems *(continued)*

CONCEPTS	3. Knowledge of principles and processes of governance systems			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
B. (2) Principles and processes of governments in a democracy				Assess <b>rights</b> and <b>responsibilities</b> of individuals  Interpret how laws are made, interpreted and enforced  Interpret how leaders are selected  Interpret how power is distributed among individuals and branches of government  Describe how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.)
Teaching Strategies				Interview adults or fellow students from other nations, and ask them about rights and responsibilities of citizens in those nations. Compare the results with rights and responsibilities of the citizens of the United States (This may also be a research project.)
<i>Process Standards</i>				1.1, 1.2, 1.9, 4.2, 4.3
Teaching Strategies				Construct a flow chart showing the relationship between and among the branches of government. Explain chart.
<i>Process Standards</i>				1.6, 1.8, 1.10
Teaching Strategies				Conduct interviews of local government officials to learn about their powers and responsibilities and how they attained their offices.
<i>Process Standards</i>				1.5, 2.3
Teaching Strategies				Create a drawing or diagram that illustrates the distribution of political power among the <b>three branches of government</b> .
<i>Process Standards</i>				1.8, 1.10
Teaching Strategies				Create a story about a nation that has an undemocratic governance system because of excessive restrictions on political participation. Construct a democratic system for this nation using the concepts of voting, campaigning, lobbying, participation in political parties, petitioning and influencing public opinion.
<i>Process Standards</i>				1.10, 2.1, 4.2

Principles and Processes of Governance Systems *(continued)*

CONCEPTS	3. Knowledge of principles and processes of governance systems			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
C. <b>(3) Local, state and national governments in the United States</b>	Distinguish between powers and functions of local, state and national government			Give examples of how local, state and national governments impact people's lives
Teaching Strategies	Create a graphic, such as a Venn Diagram, that illustrates the distribution of political power among local, state and national governments.			Find or draw and explain political cartoons that show various ways in which governments affect people's lives.
<i>Process Standards</i>	1.5, 1.6, 1.10, 2.1			1.5, 1.6, 1.10, 2.6
<b>(C. Continued)</b>				Analyze decision-making and conflict resolution in courts at local, state and national levels (roles of judge, jury, attorneys for prosecution, plaintiff and defense; civil vs. criminal law; court procedures)
Teaching Strategies				Select a famous case or a pseudo case for a mock trial. Have students volunteer for roles of judge, jury, defense attorney, prosecutor (or plaintiff's attorney), defendant or plaintiff, then have the class serve as a jury. Conduct a trial using correct court procedures. Evaluate the outcome.
<i>Process Standards</i>				1.10, 2.1, 3.7

Economic Concepts and Principles

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A. (1) Economic concepts	Apply the following economic concepts: <ul style="list-style-type: none"> <li>• <b>scarcity</b></li> <li>• <b>supply and demand</b></li> <li>• <b>trade-offs (opportunity cost)</b></li> </ul>	Apply the following economic concepts: <ul style="list-style-type: none"> <li>• <b>scarcity</b></li> <li>• <b>supply and demand</b></li> <li>• <b>specialization</b> of regions, nations and individuals (trade)</li> <li>• <b>trade-offs (opportunity cost)</b></li> <li>• <b>income, wealth and sources of wealth</b></li> </ul>	Apply the following economic concepts: <ul style="list-style-type: none"> <li>• <b>investment</b></li> <li>• <b>productivity</b></li> <li>• <b>Gross Domestic Product (GDP)</b></li> <li>• <b>inflation</b></li> <li>• <b>profit and profit motive</b></li> </ul>	Apply the following economic concepts: <ul style="list-style-type: none"> <li>• <b>business cycle</b> (expansion, recession, depression)</li> <li>• <b>unemployment</b></li> <li>• <b>market economy</b></li> </ul>
Teaching Strategies	<b>Scarcity:</b> Role-play a student council meeting called to allocate a budget of \$1,000. The school's student council would like to purchase a new welcome mat, gym equipment, and books for the library. Have students then explain why a choice must be made ( <b>scarcity</b> of resources), decide how the student council should spend its money, describe the <b>trade-offs</b> made and identify the <b>opportunity cost</b> of their decision.	<b>Scarcity, supply and demand, specialization</b> of Regions, Nations, and Individuals (trade), <b>trade-offs (opportunity cost)</b> Activity: Ask students to identify examples of each of these previously learned economic concepts in everyday life and in the various history units of study. Take class time to share their findings.	<b>Investment:</b> Identify alternative consequences of a family or business decision about whether to use <b>income</b> for <b>consumption, saving, or investment</b> . Evaluate the decision, applying explicit criteria generated in class.	<b>Business Cycle</b> (expansion, recession, depression, recovery): Ask a visiting entrepreneur to explain how the <b>business cycle</b> affects his/her business decisions. Have the students record the key points of the presentation in their journals for a discussion of the effects of the <b>business cycle</b> .
Process Standards	1.6, 1.10, 2.1, 2.3, 4.6	1.6, 1.10, 2.1	1.6, 1.10, 3.8	1.5, 2.1
Teaching Strategies	<b>Supply and demand:</b> Plot a <b>supply curve</b> for how many hours a week fellow students would be willing to spend cutting lawns at various rates of pay. Discuss how the supply curve might change if some variables change, such as, if students have access to much better lawn mowers, which increase their <b>productivity</b> , or if the cost of gasoline increases considerably.	<b>Income:</b> Use newspaper want ads to locate pay for specific jobs. Determine the relationship between education, training and potential salary.	<b>Productivity:</b> Observe a fast food restaurant in operation to note what strategies the restaurant uses to produce and serve sandwiches with a high level of <b>productivity</b> . Report findings with charts and graphs.	<b>Unemployment:</b> Ask students to design a concept map that illustrates a ripple effect resulting from unemployment in a particular industry or community.
Process Standards	1.6, 1.8, 1.10	1.6, 1.10, 2.3, 3.6	1.6, 1.10, 2.1, 3.5	1.8, 1.10
Teaching Strategies		<b>Specialization</b> of Regions: Students identify and analyze current events from newspaper articles that relate to the concept of wealth and <b>sources of wealth</b> . Allow time for students to give class presentations. Students listen and list the <b>sources of wealth</b> . Use resource and product maps to identify nations and regions producing a sizeable amount of goods and services. Discuss the advantages and disadvantages that various nations have in <b>production</b> and trade of certain products	<b>Gross Domestic Product (GDP):</b> Have students conduct research in order to identify the current GDP for the United States. Explain various types of GDP and the importance of measuring them.	<b>Market Economy:</b> Using a Venn Diagram, compare market and command economic systems and predict how operating a business would be similar and different in each system. Have students design and share their Venn Diagrams.
Process Standards		1.5, 1.6, 2.1, 4.1	1.2, 1.6, 1.10	1.6, 1.8, 1.10, 2.1

Economic Concepts and Principles *(continued)*

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<i>(A. Continued)</i>	<i>(Continued)</i>	<i>(Continued)</i>	<i>(Continued)</i>	<i>(Continued)</i>
Teaching Strategies			<b>Inflation:</b> Use a 1980's version of a general merchandise catalog to compare the prices of specific goods in 1980 with their current prices. Explain how <b>inflation</b> reduces purchasing power for people whose income is either fixed or increasing slower than the rate of <b>inflation</b> .	
<i>Process Standards</i>			1.6, 1.10, 3.5	
Teaching Strategies			<b>Profit and Profit Motive:</b> Set up a classroom business to sell useful products to students. Determine cost factors and the percent of <b>profit</b> desired. Let them discover if <b>profit</b> was achieved or if money was lost.	
<i>Process Standards</i>			1.3, 2.1, 4.6	
<b>B.</b> <b>(2) The role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy</b>	Identify the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy			Assess the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy
Teaching Strategies	Have students create a timeline that illustrates technological advancements that played a role in our changing economy: Agricultural – Industry. (This could be done throughout the school year, as students are reading and discussing American History.)			Divide the class into learning teams, and assign each team one of the following United States industries (auto, food processing, farming, textile, printing) to research technological advances related to the industry and their impact on our economy. Have teams prepare and give presentations, while the listeners summarize the role of technology in our economy and its effect upon cost, employment, <b>productivity</b> and innovation.
<i>Process Standards</i>	1.6, 1.8, 1.10, 2.1			1.2, 1.6, 1.10, 2.1, 3.5

Economic Concepts and Principles *(continued)*

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>C.</b> <b>(3) Interpreting the past, explaining the present and predicting the future of economic decisions</b>	Interpret the past, explain the present and predict future consequences of economic decisions	Interpret the past, explain the present and predict future consequences of economic decisions	Interpret the past, explain the present and predict future consequences of economic decisions	Interpret the past, explain the present and predict future consequences of economic decisions
Teaching Strategies	Have students apply economic concepts to history units of study or current events by constructing cause-effect charts of economic decisions that have and are currently being made. Provide time for teams of students to compare/discuss their work.	Design and carry out a study to determine if local businesses have taken steps to increase their <b>productivity</b> , why they did so and what the costs and benefits were.	Using newspaper articles, predict consequences of a variety of real-world economic decisions. Have students analyze and share newspaper articles that apply to economic concepts being studied.	Investigate and report on businesses that have failed in the local community, identifying and categorizing the reasons why.  Next, predict which local businesses will be successful in the next five years, explaining why.
<i>Process Standards</i>	1.6, 1.8, 1.10, 4.6	1.3, 1.10, 3.8	1.6, 1.10, 3.8	1.2, 1.6, 1.10, 3.5, 4.1
<b>D.</b> <b>(4) Understanding the consequences of personal and public economic decisions</b>		Identify the consequences of personal and public economic decisions	Explain the consequences of personal and public economic decisions	Describe how decisions and actions of governments, businesses, groups and individuals affect one another in a <b>market economy</b> .
Teaching Strategies		Ask students to list five economic decisions they've made in the past month. Ask them to identify and list the consequences of each.  As students review a variety of newspaper articles that address public economic decisions. List the economic decisions being made and the consequences of those decisions.	Ask students to construct decision-making grids or cost-benefit T-charts as they analyze the consequences of both personal and public economic decisions. Do this as various historical units are studied. Compare decisions over time.	Identify recent government actions on national and state levels (e.g. budgets, <b>taxes</b> ). Chart the probable effects of the actions on individual, family, business and public services.
<i>Process Standards</i>		1.5, 1.6, 1.10	1.6, 1.8, 1.10, 3.8	1.6, 1.8, 1.10, 3.8
<b>E.</b> <b>(5) Understanding various types of taxes and their purposes</b>				Identify different forms of <b>taxes</b> , such as tariffs, sales taxes and income taxes, and their purposes
Teaching Strategies				Construct a chart showing the advantages and disadvantages of various <b>taxes</b> .
<i>Process Standards</i>				1.6, 1.8, 2.1, 3.8

Elements of Geographical Study and Analysis

CONCEPTS	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A.</b> <b>(1) Geographic research sources (e.g., maps, satellite images, globes, charts, graphs and databases) and how to evaluate and use them</b>	Use geographic research sources to acquire information and answer questions  Construct maps	Use geographic research sources to acquire and process information to answer questions and solve problems  Construct maps	Use geographic research sources to process and report information to solve problems  Construct maps	Use and evaluate geographic research sources to process and report information to solve problems and make predictions  Construct maps
<b>B.</b> <b>(2) Use of the geography of Missouri, the United States, the Americas, and world to make predictions and solve problems: Location</b>	Locate cities of Missouri and the United States  Locate states and major topographic features of the United States  Locate and describe real <b>places</b> , using <b>absolute</b> and <b>relative location</b>	Locate major cities and nations of the world  Locate the world's continents, oceans and major topographic features  Locate and describe geographic <b>places</b> , using <b>absolute</b> and <b>relative location</b>	Locate major cities and nations of the world in historical context  Locate the world's continents, oceans and major topographic features as civilizations spread  Locate and describe geographic <b>places</b> , using <b>absolute</b> and <b>relative location</b> , especially as people were able to define them more accurately	Locate states of the United States  Locate cities and topographic features of the United States  Locate and describe geographic <b>places</b> , using <b>absolute</b> and <b>relative location</b>
<b>C.</b> <b>(3) Place</b>	Identify <b>physical characteristics</b> , such as climate, topography, relationship to water and ecosystems  Identify <b>human characteristics</b> , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Describe <b>physical characteristics</b> , such as climate, topography, relationship to water and ecosystems  Describe <b>human characteristics</b> , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Explain <b>physical characteristics</b> , such as climate, topography, relationship to water and ecosystems  Explain <b>human characteristics</b> , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Analyze <b>physical characteristics</b> , such as climate, topography, relationship to water and ecosystems  Analyze <b>human characteristics</b> , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system
<b>D.</b> <b>(4) Relationships within places</b>			Describe how physical processes shape the physical environment  Describe a variety of ecosystems, and explain where they may be found and how physical processes and human activities may change them	
<b>E.</b> <b>(5) Human systems</b>	Identify major patterns of population distribution, <b>demographics</b> and migrations in the United States	Describe major patterns of population distribution, <b>demographics</b> and migrations in the world and the impact of these patterns on cultures and community life		Compare major patterns of population distribution, <b>demographics</b> , and migrations in the United States and the impact of those patterns on cultures and community life

Elements of Geographical Study and Analysis *(continued)*

CONCEPTS	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
F. <b>(6) Human-environment interactions</b>		Identify world-wide patterns of resource distribution  Identify how technology and culture influence resource use  Identify environmental consequences of how people use resources  Identify the effect of natural forces upon human activities	Identify and describe world-wide patterns of resource distribution  Identify how technology and culture have influenced resource use in the past  Identify and explain environmental consequences of how people use resources from historical examples  Identify and explain the effect of natural forces upon human activities from historical experiences	
G. <b>(7) Relationships between and among places</b>		Describe trade patterns, explaining how <b>supply</b> and <b>demand</b> influence movement of goods and services, human, natural and <b>capital resources</b>	Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers	Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas
H. <b>(8) Regions</b>	Identify different kinds of regions in the United States	Compare regions and predict how human life in one region in the world would differ from that in another	Explain how regions of the world relate to one another and change over time	Explain how regions of the United States relate to one another and change over time
I. <b>(9) Uses of geography</b>	Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)	Use geography to interpret the past, explain the present and plan for the future	Use geography to interpret the past, explain the present and plan for the future	Use geography to interpret the past, explain the present and plan for the future

**Relationships of Individual and Groups to Institutions and Traditions**

CONCEPTS	6. Knowledge of relationships of the individual and groups to institutions and cultural traditions			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A. <b>(1) Knowledge of how needs of individuals are met</b>		Evaluate how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in other cultures	Analyze how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations	
B. <b>(2) Group membership</b>	Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group			Analyze how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group
C. <b>(3) Effects of actions, cultural, traditions and institutions</b>		Describe how cultural traditions, human actions and institutions affect people's behavior	Analyze how cultural traditions, human actions and institutions affect people's behavior	
D. <b>(4) Effect of laws and events on relationships</b>			Identify how laws and events affect members of and relationships among groups	Describe how laws and events affect members of groups and relationships among groups
E. <b>(5) Effect of personal and group experiences on perceptions</b>		Identify how personal and group experiences influence people's perceptions and judgments of events		Assess how personal and group experiences influence people's perceptions and judgments of events
F. <b>(6) Changing ideas, concepts and traditions</b>	Identify how ideas, concepts and traditions have changed over time in the United States	Describe how ideas, concepts and traditions have changed over time		Analyze how ideas, concepts, and traditions have changed over time (e.g., women's role in society)
G. <b>(7) Methods of resolving conflicts</b>			Evaluate constructive processes or methods for resolving conflicts	

Tools of Social Science Inquiry

CONCEPTS	7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)			
	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A. (1) Using primary and secondary sources	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters			
B. (2) Using maps, graphs, statistics, timelines, charts and diagrams	Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions			
C. (3) Creating maps and graphics	Create maps, graphs, timelines, charts and diagrams to communicate information			
D. (4) Using technological tools	Use technological tools for research and presentation			
E. (5) Distinguishing fact and opinion	Distinguish between fact and opinion and recognize bias and points of view			
F. (6) Supporting a point of view	Identify, research and defend a point of view/position			

# **Grades 9-12 Objectives**

Principles of Constitutional Democracy

CONCEPTS	1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States				
	US History <i>(Required by RSMO 180.011)</i>	Government <i>(Required by RSMO 170.011)</i>	Geography	World History	Economics
<p><b>A.</b></p> <p><b>(1) Principles of constitutional democracy in the United States</b></p>	<p>Examine the changing roles of government in the context of the historical period being studied:</p> <ul style="list-style-type: none"> <li>philosophy</li> <li>limits</li> <li>duties</li> <li>checks and balances</li> <li><b>separation of powers</b></li> <li><b>federalism</b></li> </ul> <p>Analyze the roles and influence of political parties and interest groups</p> <p>Assess the changing roles of the following:</p> <ul style="list-style-type: none"> <li>checks and balances</li> <li><b>separation of powers</b></li> <li><b>federalism</b></li> </ul> <p>Define and explain judicial review</p>	<p>Apply the following concepts to historical and contemporary issues:</p> <ul style="list-style-type: none"> <li>checks and balances</li> <li><b>separation of powers</b></li> <li><b>federalism</b></li> <li>representation</li> <li><b>popular sovereignty</b></li> <li>due process of law</li> <li>judicial review</li> </ul> <p>Determine the civic responsibilities of individual citizens</p> <p>Identify and give examples of <b>democracies</b> and <b>republics</b></p> <p>Assess the changing roles of government</p> <ul style="list-style-type: none"> <li>philosophy</li> <li>limits</li> <li>duties</li> </ul> <p>Describe the historical foundations of the United States governmental system</p> <p>Evaluate the roles and influence of political parties and interest groups</p>		<p>Examine changes in <b>democracy</b> and <b>republics</b> over time</p> <p>Apply the following in the context of the historical period being studied:</p> <ul style="list-style-type: none"> <li><b>democracy</b></li> <li><b>republic</b></li> <li>changing role of government</li> <li>representation</li> </ul>	

**Principles of Constitutional Democracy (continued)**

CONCEPTS	1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States				
	US History <i>(Required by RSMO 180.011)</i>	Government <i>(Required by RSMO 170.011)</i>	Geography	World History	Economics
<p><b>B.</b></p> <p><b>(2) Understanding the relevance and connection of constitutional principles</b></p>		<p>Examine the relevance and connection of constitutional principles in the following documents:</p> <ul style="list-style-type: none"> <li>• Mayflower Compact</li> <li>• Declaration of Independence</li> <li>• Articles of Confederation</li> <li>• U.S. Constitution</li> <li>• Federalist Papers</li> <li>• Amendments to Constitution, emphasizing Bill of Rights</li> <li>• Key Supreme Court decisions (e.g., Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Topeka Board of Education)</li> </ul>		<p>Examine the relevance and explain the connection of constitutional principles in the following documents:</p> <ul style="list-style-type: none"> <li>• Magna Carta</li> <li>• Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu and the Social Contract Theory</li> </ul>	

United States History

CONCEPTS	2a. Knowledge of continuity and change in the history of Missouri, the United States and the world				
	US History <i>(Required by RSMO 180.011)</i>	Government <i>(Required by RSMO 170.011)</i>	Geography	World History	Economics
A. <b>(1) Understand the migrations of people from many regions to North America</b>	Describe the migrations of people from many regions of the world and the interactions of cultures and religious traditions that have contributed to America's history				
B. <b>(2) Political development in the United States</b>	Analyze the evolution of American <b>democracy</b> , its ideas, institutions and political processes from colonial days to the present, including: <ul style="list-style-type: none"> <li>• Civil War and Reconstruction</li> <li>• struggle for civil rights</li> <li>• expanding role of government</li> </ul>	Analyze the evolution of American <b>democracy</b> , its ideas, institutions and political processes from colonial days to the present, including: <ul style="list-style-type: none"> <li>• American Revolution</li> <li>• Constitution and amendments</li> <li>• Civil War and Reconstruction</li> <li>• struggle for civil rights</li> <li>• expanding role of government</li> </ul>			
C. <b>(3) Economic development in the United States</b>	Describe the historical development of the American economy, including: <ul style="list-style-type: none"> <li>• impact of geographic factors</li> <li>• role of the frontier and agriculture</li> <li>• impact of technological change and urbanization on land, resources, society, politics and culture</li> <li>• changing relationships between government and the economy</li> </ul>				Describe the historical development of the American economy, including: <ul style="list-style-type: none"> <li>• impact of geographic factors</li> <li>• role of the frontier and agriculture</li> <li>• impact of technological change and urbanization on land, resources, society, politics and culture</li> <li>• changing relationships between government and the economy</li> </ul>

United States History *(continued)*

CONCEPTS	2a. Knowledge of continuity and change in the history of Missouri, the United States and the world				
	US History (Required by RSMO 180.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
D. <b>(4) Foreign and domestic policy developments</b>	Describe and evaluate the evolution of United States domestic and foreign policies, including: <ul style="list-style-type: none"> <li>• isolationism</li> <li>• Manifest Destiny</li> <li>• imperialism</li> <li>• two world wars</li> <li>• Cold War</li> </ul>				Analyze and evaluate the evolution of United States domestic and foreign policies including: <ul style="list-style-type: none"> <li>• New Deal</li> <li>• global <b>interdependence</b></li> </ul>
E. <b>(5) Understanding cultural changes</b>	Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology)				
F. <b>(6) Missouri history as it relates to major developments of United States history</b>	Analyze Missouri history as it relates to major developments of United States history, including: <ul style="list-style-type: none"> <li>• exploration and settlement</li> <li>• mid 1800s (conflict and war)</li> <li>• urbanization, industrialization, post-industrial societies</li> </ul>				

World History

CONCEPTS	2b. Knowledge of continuity and change in the history of the world (World History)				
	US History (Required by RSMO 180.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
A. (1) Knowledge of contributions and interactions of major world civilizations				Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times	
B. 2) Influence of the Renaissance and Reformation				Interpret the Renaissance and Reformation to include new ways of thinking, including humanism, new developments in the arts and influences on later developments	
C. (3) Causes and effects of European overseas expansion				Assess the impact of the First Global Age (c. 1450 – c. 1770), including the <b>Columbian Exchange</b> ; the origins and consequences of European overseas expansion; the effect of European arms and economic power on other parts of the world; resulting transformations in the Americas, Africa, Asia and Europe and conflicts among European maritime and land powers	
D. (4) Impact of Scientific Revolution				Examine and analyze the Scientific Revolution in the context of what it was, its antecedents and its impact on Europe and the world	
E. (5) Effect of the Enlightenment on major revolutions		Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history		Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history  Identify and explain the major revolutions of the 18 <sup>th</sup> and 19 <sup>th</sup> centuries, including: political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political and economic globalization)	

World History *(continued)*

CONCEPTS	2b. Knowledge of continuity and change in the history of the world (World History)				
	US History <i>(Required by RSMO 180.011)</i>	Government <i>(Required by RSMO 170.011)</i>	Geography	World History	Economics
F. <b>(6) Causes and consequences of economic theories and practices</b>				Describe the evolution of diverse economic theories and practices, including: manorialism, mercantilism, <b>laissez-faire</b> capitalism and socialism. Describe the social and political effects these have had on various societies	Describe the evolution of diverse economic theories and practices, including: manorialism, mercantilism, <b>laissez-faire</b> capitalism and socialism. Describe the social and political effects these have had on various societies
G. <b>(7) Causes, comparisons and results of major twentieth-century wars</b>	Examine all of the wars of the twentieth century (i.e., World War I and II), including: causes, comparisons, consequences and peace efforts			Examine all of the wars of the twentieth century (i.e., World War I and II), including: causes, comparisons, consequences and peace efforts	
H. <b>(8) Causes, reactions and consequences of European and Japanese imperialism</b>				Evaluate European and Japanese imperialism of the late 19 <sup>th</sup> and 20 <sup>th</sup> century and the independence movements in Africa and Asia: causes, reactions, short- and long-term consequences	
I. <b>(9) Causes and consequences of major demographic changes</b>				Outline major demographic changes and migrations from prehistoric times to the present, including: their causes and consequences (e.g. rural to urban, less developed to more developed)	

Principles and Processes of Governance Systems

CONCEPTS	3. Knowledge of principles and processes of governance systems				
	US History (Required by RSMO 180.011)	Government (Required by RSMO 170.011)	Geography	World History	Economics
A. (1) Principles and purposes of government	<p>Explain the importance of the following principles of government:</p> <ul style="list-style-type: none"> <li>• <b>limited government</b></li> <li>• <b>majority rule</b> and minority rights</li> <li>• constitution and civil rights</li> <li>• checks and balances</li> <li>• merits of the above principles</li> </ul>	<p>Describe the purposes and structure of laws and government (with emphasis on the federal and state governments)</p> <p>Explain the importance of the following principles of government:</p> <ul style="list-style-type: none"> <li>• <b>limited government</b></li> <li>• <b>majority rule</b> and minority rights</li> <li>• constitution and civil rights</li> <li>• checks and balances</li> <li>• merits of the above principles</li> </ul>			
B. (2) Similarities and differences of governmental systems		<p>Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact</p>		<p>Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact</p>	
C. (3) Processes of governmental systems		<p>Interpret the processes pertaining to:</p> <ul style="list-style-type: none"> <li>• selection of political leaders (with an emphasis on presidential and parliamentary systems)</li> <li>• functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>)</li> <li>• governmental systems</li> <li>• how laws and rules are made, enforced, changed and interpreted</li> </ul>		<p>Interpret the processes pertaining to:</p> <ul style="list-style-type: none"> <li>• selection of political leaders (with an emphasis on presidential and parliamentary systems)</li> <li>• functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>)</li> <li>• governmental systems</li> <li>• how laws and rules are made, enforced, changed and interpreted</li> </ul>	

Economic Concepts and Principles

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)				
	US History <i>(Required by RSMO 180.011)</i>	Government <i>(Required by RSMO 170.011)</i>	Geography	World History	Economics
A. <b>(1) Compare and contrast economic systems</b>					Compare and contrast economic systems: traditional, market, command and mixed
B. <b>(2) Understanding economic concepts</b>	<p>Apply the following major economic concepts in the context of the historical period studied:</p> <ul style="list-style-type: none"> <li>• <b>scarcity</b></li> <li>• <b>opportunity cost</b></li> <li>• <b>factors of production (human resources, natural resources and capital resources)</b></li> <li>• <b>supply and demand</b> (shortages and surpluses)</li> <li>• <b>gross domestic product (GDP)</b></li> <li>• <b>savings and investment</b></li> <li>• <b>business cycle</b></li> <li>• <b>profit</b></li> <li>• government regulation and deregulation</li> <li>• budgeting</li> <li>• income</li> <li>• unemployment and full employment</li> <li>• <b>inflation</b> and deflation</li> </ul>		Factors of <b>production (human resources, natural resources, capital resources)</b>		<p>Apply major economic concepts, such as:</p> <ul style="list-style-type: none"> <li>• <b>scarcity</b></li> <li>• <b>opportunity cost</b></li> <li>• <b>factors of production (human resources, natural resources, and capital resources)</b></li> <li>• <b>supply and demand</b> (shortages and surpluses)</li> <li>• <b>gross domestic product (GDP)</b></li> <li>• <b>savings and investment</b></li> <li>• <b>business cycle</b></li> <li>• <b>profit</b></li> <li>• government regulation and deregulation</li> <li>• budgeting</li> <li>• income</li> <li>• unemployment and full employment</li> <li>• <b>inflation</b> and deflation</li> </ul>

Economic Concepts and Principles *(continued)*

CONCEPTS	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)				
	US History <i>(Required by RSMO 180.011)</i>	Government <i>(Required by RSMO 170.011)</i>	Geography	World History	Economics
C. <b>(3) Understanding the roles of people, business, and government in economic system of the United States</b>	Analyze the roles people, business, and government play in economic systems, such as: <ul style="list-style-type: none"> <li>• <b>monetary policy</b> (why the Federal Reserve System influences interest rates and money supply)</li> <li>• <b>fiscal policy</b> (government taxation and spending)</li> <li>• how monopolies affect people's lives and how they are regulated</li> <li>• how boycotts, strikes, and embargoes affect trade and people's options</li> <li>• why businesses may choose to build in or move to other regions or countries</li> </ul>	Analyze the roles that people, businesses and government play in economic systems, such as: <ul style="list-style-type: none"> <li>• <b>monetary policy</b> (why the Federal Reserve System influences interest rates and money supply)</li> <li>• <b>fiscal policy</b> (government taxation and spending)</li> </ul>			Explain the roles people, business, and government play in economic systems, such as: <ul style="list-style-type: none"> <li>• <b>monetary policy</b> (why and how the Federal Reserve System influences interest rates and money supply)</li> <li>• <b>fiscal policy</b> (government taxation and spending)</li> <li>• how monopolies affect people's lives and how they are regulated</li> <li>• how boycotts, strikes and embargoes affect trade and people's options</li> <li>• why businesses may choose to build in or move to other regions or countries</li> </ul>
D. <b>(4) Knowledge of economic consequences of decisions</b>	Determine the economic consequences of personal and public decisions				Evaluate the economic consequences of personal and public decisions (e. g. use of credit; deficit spending)
E. <b>(5) Understanding the functions and effects of economic institutions</b>	Survey the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions and financial institutions				Analyze the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions and financial institutions
F. <b>(6) Knowledge of economic institutions</b>	Explain the United States role in the global economy and of the roles of trade, treaties, international organizations and <b>comparative advantage</b> in the global economy			Explain the roles of trade, treaties, international organizations and <b>comparative advantage</b> in the global economy	Explain the roles of trade, treaties, international organizations and <b>comparative advantage</b> in the global economy
G. <b>(7) Understanding the roles of government in a market economy</b>	Identify the roles of government in a <b>market economy</b> (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)	Identify the roles of government in a <b>market economy</b> (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)			Analyze the roles of government in a <b>market economy</b> (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)

Elements of Geographical Study and Analysis

CONCEPTS	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment				
	US History <i>(Required by RSMO 180.011)</i>	Government <i>(Required by RSMO 170.011)</i>	Geography	World History	Economics
A. <b>(1) Uses of geographic research</b>			Use and evaluate geographic research sources (e.g., maps, satellite images, globes, charts, graphs and databases) to interpret Earth's physical and human systems  Identify and solve geographic problems  Construct maps		
B. <b>(2) Knowledge to use geography to predict and solve problems</b>	Apply knowledge of the geography of Missouri, the United States and world to make predictions and solve problems		Apply knowledge of the geography of Missouri, the United States and world to make predictions and solve problems		
C. <b>(3) Understanding the concept of location</b>	Locate major cities of Missouri, the United States and world; states of the United States and many of the world's nations; the world's continents and oceans; and major topographic features of the United States and world		Locate major cities of Missouri, the United States and world; states of the United States and many of the world's nations; the world's continents and oceans; and major topographic features of the United States and world  Communicate <b>locations of places</b> by creating maps and by describing their <b>absolute locations</b> and <b>relative locations</b>		
D. <b>(4) Understanding the concept of place</b>	Describe <b>physical characteristics</b> and <b>human characteristics</b> that make specific <b>places</b> unique  Explain how and why <b>places</b> change  Explain how and why different people may perceive the same place in varied ways		Describe <b>physical characteristics</b> and <b>human characteristics</b> that make specific <b>places</b> unique  Explain how and why <b>places</b> change  Explain how and why different people may perceive the same place in varied ways	Describe <b>physical characteristics</b> and <b>human characteristics</b> that make specific <b>places</b> unique  Explain how and why <b>places</b> change  Explain how and why different people may perceive the same place in varied ways	

Elements of Geographical Study and Analysis *(continued)*

CONCEPTS	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment				
	US History <i>(Required by RSMO 180.011)</i>	Government <i>(Required by RSMO 170.011)</i>	Geography	World History	Economics
E. <b>(5) Understanding relationships within places</b>	Distinguish major patterns and issues with regard to population distribution, <b>demographics</b> , settlements, migrations, cultures and economic systems in the United States and world		<p>Explain how physical processes shape the earth's surface</p> <p>Describe the distribution and characteristics of <b>ecosystems</b>, the forces that have led to their formation, and how they vary in biodiversity and <b>productivity</b></p> <p>Analyze major patterns and issues with regard to population distribution, <b>demographics</b>, settlements, migrations, cultures and economic systems in the United States and world</p> <p>Explain how technology has expanded people's capacity to modify the physical environment</p> <p>Identify how changes in the physical environment may reduce the capacity of the <b>environment</b> to support human activity</p> <p>Identify and evaluate policies and programs related to the use of resources</p>		<p>Explain how technology has expanded people's capacity to modify the physical environment</p> <p>Identify how changes in the physical environment may reduce the capacity of the <b>environment</b> to support human activity</p> <p>Identify and evaluate policies and programs related to the use of resources</p>
F. <b>(6) Understanding the relationships between and among places</b>			<p>Explain the factors that account for patterns in trade and human migration</p> <p>Describe major effects of changes in patterns of the movement of people, products and ideas</p> <p>Identify issues pertaining to the movement of people, products and ideas, and evaluate ways to address those issues</p>		<p>Explain the factors that account for patterns in trade and human migration</p> <p>Describe the major effects of changes in patterns of the movement of people, products and ideas</p> <p>Identify issues pertaining to the movement of people, products and ideas, and propose, and evaluate ways to address these issues</p>

Elements of Geographical Study and Analysis *(continued)*

CONCEPTS	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment				
	US History <i>(Required by RSMO 180.011)</i>	Government <i>(Required by RSMO 170.011)</i>	Geography	World History	Economics
G. <b>(7) Understanding relationships between and among regions</b>	<p>List and explain criteria that give <b>regions</b> their identities in different periods of United States history</p> <p>Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation)</p> <p>Explain how <b>regions</b> relate to one another (e.g., river-drainage regions)</p> <p>Explain how and why <b>regions</b> change</p>		<p>List and explain criteria that give <b>regions</b> their identities in different periods of United States and world history</p> <p>Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation)</p> <p>Explain how <b>regions</b> relate to one another (e.g., river-drainage regions)</p> <p>Explain how and why <b>regions</b> change</p>	<p>List and explain criteria that give <b>regions</b> their identities in different periods of world history</p> <p>Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation)</p> <p>Explain how <b>regions</b> relate to one another (e.g., river-drainage regions)</p> <p>Explain how and why <b>regions</b> change</p>	
H. <b>(8) Using geography to interpret events of the past, explain the present and plan for the future</b>			<p>Use geography to interpret the past, explain the present and plan for the future</p>		

**Relationships of Individual and Groups to Institutions and Traditions**

CONCEPTS	6. Knowledge of relationships of the individual and groups to institutions and cultural traditions				
	US History <i>(Required by RSMO 180.011)</i>	Government <i>(Required by RSMO 170.011)</i>	Geography	World History	Economics
A. <b>(1) Ideas and beliefs of different cultures</b>	Compare and contrast the major ideas and beliefs of different cultures				
B. <b>(2) Changing of roles of various groups</b>	Summarize how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects				
C. <b>(3) Major social institutions</b>	Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs				
D. <b>(4) Consequences of individual or institutional failure</b>	Identify the consequences that can occur when: <ul style="list-style-type: none"> <li>• institutions fail to meet the needs of individuals and groups</li> <li>• individuals fail to carry out their personal responsibilities</li> </ul>				
E. <b>(5) Causes, effects and resolutions of cultural conflict</b>	Determine the causes, consequences and possible resolutions of cultural conflicts				

Tools of Social Science Inquiry

CONCEPTS	7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)				
	US History <i>(Required by RSMO 180.011)</i>	Government <i>(Required by RSMO 170.011)</i>	Geography	World History	Economics
A. <b>(1) Developing a research plan and identifying resources</b>	Develop a research plan and identify appropriate resources for investigating social studies topics				
B. <b>(2) Selecting and analyzing primary/secondary sources</b>	Distinguish between and analyze <b>primary sources</b> and <b>secondary sources</b>				
C. <b>(3) Understanding fact, opinion, bias and points of view in sources</b>	Distinguish between fact and opinion and analyze sources to recognize bias and points of view				
D. <b>(4) Interpreting various social-studies resources</b>	Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts				
E. <b>(5) Knowledge to create various social-studies' graphics</b>	Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies				