

# Social Studies Grade Level Expectations

*A Framework for Instruction and Assessment*

The *Social Studies Grade and Course Level Expectations* outline related ideas, concepts, skills and procedures that form the foundation for understanding and learning social studies. It includes updates to the October 2004 K-12 *Social Studies Grade Level Expectations*. In addition it provides a focus for teaching, learning, and assessing social studies. The Grade Level Expectations (GLEs) in grades K-8 specify social studies concepts that students need to understand thoroughly for future learning in grades 9-12 and beyond. The Course Level Expectations (CLEs) for American History and Government outline rigorous expectations for understanding our history and effective participation in our civic life as citizens and consumers.

Essential content that is aligned to state and national documents that support inquiry-based instruction included in the Grade and Course Level Expectations should be addressed in contexts that promote analyzing and applying information, communication, problem solving and making decisions as responsible members of society. Each of Grade and Course Level Expectation is aligned to Show-Me Content and Process Standards (1996). A Depth-of-Knowledge level has been assigned to each grade and course level expectation. The Depth-of-Knowledge identifies the highest level at which the expectation will be assessed based on the demand of the GLE. Depth-of-Knowledge Levels include: Level 1-recall; Level 2-Basic Reasoning; Level 3-Complex Reasoning; and Level 4-Extended Reasoning.

**NOTE: It is essential to include all expectations in your course or grade level curriculum as they are important components in the understanding and use of social studies concepts and skills even though they are assessed locally.**

Sources: *Show-Me Standards*(Missouri Department of Elementary and Secondary Education, *Depth of Knowledge Levels* (Norman Webb), *Depth of Knowledge for Social Studies*(Karin Hess) *Definitions of Show-Me Performance Standards*(Missouri Department of Elementary and Secondary Education

# Principles of the Republic

CONCEPTS	1. Knowledge of the principles expressed in documents shaping republic in the United States								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A. Principles of republic in the United States</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	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 republic	Analyze responsibilities governments and citizens need to accept to become effective in a republic	Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed
<b>DOK</b>	2	2	2	2	2	2	2	2	3
<b>Standards</b>	SS1 4.1	SS1 1.10	SS1 1.10, 4.1	SS1 1.10, 4.1	SS1 1.10, 4.1	SS1 1.6	SS1 1.6	SS1 1.6, 4.2	SS1 1.6, 4.2

# Principles of the Republic

CONCEPTS	1. Knowledge of the principles expressed in documents shaping republic in the United States								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A.</b> <i>(Continued)</i>						Identify important principles in the Constitution including a. <b>limited government</b> b. <b>rule of law</b> c. <b>majority rule</b> d. minority rights e. <b>separation of powers</b> f. checks and balances	Define the following: a. <b>limited government</b> b. <b>rule of law</b> c. <b>majority rule</b> d. minority rights	Compare and contrast the following: a. <b>limited government</b> b. <b>rule of law</b> c. <b>majority rule</b> d. minority rights	Analyze important principles in the Constitution including: a. <b>limited government</b> b. <b>rule of law</b> c. <b>majority rule</b> and minority rights d. <b>separation of powers</b> e. checks and balances f. amendment process g. <b>federalism</b> (i.e., as regards federal and state governments, powers being shared, delegated and reserved) h. <b>popular sovereignty</b> i. due process of law (see Amendments V & XIV) j. voting by citizens, especially as later amendments were passed
<b>DOK</b>						1	1	2	2
<b>Standards</b>						SS1 1.10	SS1 1.10	SS1 1.6	SS1 1.6, 4.2

# Principles of the Republic

CONCEPTS	1. Knowledge of the principles expressed in documents shaping republic in the United States								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A.</b> <i>(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: a. basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9) b. protections against the government (fair trials, rights of accused, due process of law, etc.)
<b>DOK</b>						1			2
<b>Standards</b>						SS1 1.10			SS1 1.10
<b>B.</b> <b>Role of citizens and governments in carrying out constitutional principles</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				Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Rights
<b>DOK</b>		2	2	2	2				3
<b>Standards</b>		SS1 1.10	SS1 4.2	SS1 4.2	SS1 1.10, 4.2				SS1 1.6, 4.2

# Principles of the Republic

CONCEPTS	1. Knowledge of the principles expressed in documents shaping republic in the United States								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>C. Understanding of the main purposes of United States documents</b>				State the main purposes of the Declaration of Independence	Explain the major purpose of the Constitution and the Bill of Rights				
<b>DOK</b>				2	2				
<b>Standards</b>				SS1 1.5	SS1 1.5, 1.10				
<b>C. (Continued)</b>				Identify the purpose of the Constitution					
<b>DOK</b>				1					
<b>Standards</b>				SS1 1.5					
<b>D. Knowledge of the symbols of our nation</b>	Identify the flag as a symbol of our nation Recite the Pledge of Allegiance	Recognize and explain the significance of the following national symbols: <ul style="list-style-type: none"> <li>• Statue of Liberty</li> <li>• <b>Nation's</b> capitol</li> </ul>	Describe the importance of the Pledge of Allegiance	Explain how the National Anthem symbolizes our nation					
<b>DOK</b>	1	2	2	2					
<b>Standards</b>	SS1 1.10	SS1 1.10	SS1 1.6	SS1 1.6					

## Principles and Processes of Governance Systems

CONCEPTS	2. Knowledge of principles and processes of governance systems								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A. Principles and purposes of government.</b>	Participate in a democratic decision-making processes	Examine how individual rights are protected	Explain the importance of promoting the <b>common good</b>	Analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc					
<b>DOK</b>	2	2	2	2					
<b>Standards</b>	SS2 4.2	SS2 1.9	SS2 1.10	SS2 3.4					
<b>A. (Continued)</b>	Explain how to resolve disputes peacefully in the classroom and on the playground	Propose peaceful resolutions of disputes in the classroom and on the playground	Demonstrate a peaceful resolution to a dispute						
<b>DOK</b>	2	2	2						
<b>Standards</b>	SS2 3.2	SS2 3.3	SS2 4.2						
<b>A. (Continued)</b>			Explain how disputes can threaten the peace in a community and how they may be resolved peacefully						
<b>DOK</b>			2						
<b>Standards</b>			SS2 3.1, 3.6						
<b>B. Similarities and differences of governmental systems</b>									
<b>DOK</b>									
<b>Standards</b>									

## Principles and Processes of Governance Systems

CONCEPTS	2. Knowledge of principles and processes of governance systems								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>C. Processes of governmental 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				Apply rights and responsibilities of individuals to events in US history and everyday life
<b>DOK</b>	2	2	2	2	2				4
<b>Standards</b>	SS2 1.6, 4.1	SS2 1.10	SS2 1.10	SS2 1.10	SS2 1.10				SS2 4.2
<b>C. (Continued)</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				Explain how laws are made, interpreted and enforced
<b>DOK</b>	2	2		2	2				2
<b>Standards</b>	SS2 1.10, 4.1	SS2 1.10, 1.6		SS2 1.10, 1.6	SS2 1.10, 1.6				SS1 1.10
<b>C. (Continued)</b>									Explain how leaders are selected
<b>DOK</b>									2
<b>Standards</b>									SS2 1.10
<b>C. (Continued)</b>									Explain how power is distributed among individuals and branches of government
<b>DOK</b>									2
<b>Standards</b>									SS2 1.10

## Principles and Processes of Governance Systems

CONCEPTS	2. Knowledge of principles and processes of governance systems								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>C.</b> <i>(Continued)</i>									Describe how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.)
<b>DOK</b>									2
<b>Standards</b>									SS2 4.2
<b>C.</b> <i>(Continued)</i>						Distinguish between powers and functions of local, state and national government			Give examples of how local, state and national governments <b>impact people's lives</b>
<b>DOK</b>						2			2
<b>Standards</b>						SS2 1.10			SS2 1.6
<b>C.</b> <i>(Continued)</i>									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)
<b>DOK</b>									3
<b>Standards</b>									SS2 1.6

## Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A.</b> Understand the migrations of people from many regions to North America						Summarize the viability and diversity of Native American cultures before Europeans came			Analyze the viability and diversity of Native American cultures before Europeans came
<b>DOK</b>						2			2
<b>Standards</b>						SS3 1.10			SS3 1.9
<b>B.</b> 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, Geroge Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton				
<b>DOK</b>					1				
<b>Standards</b>					SS3 1.10, 1.6				

## Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>C. Discovery, Exploration and Settlement of the United States</b>					Locate and describe settlements in Missouri of people of European and African heritage	Outline the discovery, exploration and early settlement of America			Evaluate the importance of the discovery, exploration and early settlement of America
<b>DOK</b>					2	2			3
<b>Standards</b>					SS3 1.10	SS3 1.8			SS3 1.6
<b>D. 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
<b>DOK</b>						3			3
<b>Standards</b>						SS3 3.6			SS3 3.6
<b>E. Political Developments in the U.S.</b>									Justify the drafting of the Constitution and its effects on the formation of the new nation
<b>DOK</b>									3
<b>Standards</b>									SS3 4.1, 1.6

## Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>F. Westward Expansion and settlement in the US</b>					Outline issues of Missouri statehood, such as the Missouri Compromise	Investigate the causes and consequences of Westward Expansion, including: a. Texas and the Mexican War b. Oregon Territory c. California Gold Rush			Assess the significance of Westward Expansion including: a. Louisiana Purchase b. Lewis and Clark Expedition c. Missouri Compromise d. Texas and the Mexican War e. Oregon Territory f. California Gold Rush
<b>DOK</b>					2	2			3
<b>Standards</b>					SS3 1.6, 1.8	SS3 1.6			SS3 1.6
<b>F. (Continued)</b>					Summarize the events in westward expansion, including <b>people's</b> motivation, their hardships, and Missouri as a jumping-off point to the West	Examine cultural interactions among these groups from colonial times to Civil War: a. Native Americans b. Immigrants from Europe c. Africans brought to America			Analyze cultural interactions among these groups: a. Native Americans b. Immigrants from Europe c. Africans brought to America
<b>DOK</b>					2	2			3
<b>Standards</b>					SS3 1.10	SS3 1.9, 1.6			SS3 1.9, 1.6

## Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>G. Knowledge of 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				
<b>DOK</b>		2	2	2	2				
<b>Standards</b>		SS3 1.10	SS3 1.9	SS3 1.10	SS3 1.10				
<b>H. Reform movements</b>					Sequence and describe the importance of a. Louisiana Purchase b. Lewis and Clark Expedition				Summarize reform movements such as: a. Abolitionism b. <b>Women's</b> movement c. Jacksonian Democracy
<b>DOK</b>					2				2
<b>Standards</b>					SS3 1.6, 1.8				SS3 1.8
<b>I. Understanding the causes and consequences of the Civil War</b>					Explain <b>Missouri's</b> role in the Civil War, i.e., Missouri as a border state	Identify political, economical 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
<b>DOK</b>					2	2			3
<b>Standards</b>					SS3 1.6	SS3 1.6, 3.1			SS3 1.6, 3.1
<b>I. (Continued)</b>					Evaluate the impact of westward expansion on the Native American in Missouri				
<b>DOK</b>					3				
<b>Standards</b>					SS3 1.6				

# Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>I.</b> <i>(Continued)</i>					Describe the changes in Missouri since the Civil War in education, transportation and communication				
<b>DOK</b>					2				
<b>Standards</b>					SS 3 1.9				
<b>J.</b> Understanding economic concepts									
<b>DOK</b>									
<b>Standards</b>									
<b>K.</b> Principles and purposes of government									
<b>DOK</b>									
<b>Standards</b>									
<b>L.</b> Principles of republic in the United States									
<b>DOK</b>									
<b>Standards</b>									
<b>M.</b> Processes of governmental systems									
<b>DOK</b>									
<b>Standards</b>									
<b>N.</b> Economic development in the United States									
<b>DOK</b>									
<b>Standards</b>									

# Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>O.</b> Understanding the roles of people, business, and government in the economic system of the United States									
DOK									
Standards									
<b>P.</b> Understanding functions and effects of economic institutions									
DOK									
Standards									
<b>Q.</b> Knowledge of economic institutions									
DOK									
Standards									
<b>R.</b> Understanding the roles of the government in the US economy									
DOK									
Standards									
<b>S.</b> Understanding the concept of location									
DOK									
Standards									
<b>T.</b> Understanding the concept of Place									
DOK									
Standards									

## Missouri, United States and World History

CONCEPTS	3a. Knowledge of continuity and change in the history of Missouri and the United States								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>U.</b> Understanding relationships within places									
DOK									
Standards									
<b>V.</b> Understanding relationships between and among regions									
DOK									
Standards									
<b>W.</b> Foreign and domestic policy developments									
DOK									
Standards									
<b>X.</b> Causes, comparisons, and results of major twentieth-century wars									
DOK									
Standards									
<b>Y.</b> Understanding cultural changes									
DOK									
Standards									
<b>Z.</b> Missouri history as it relates to major developments of United States History									
DOK									
Standards									

## Missouri, United States and World History

CONCEPTS	3b. Knowledge of continuity and change in the history of the World								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A. Culture of early river valley civilizations</b>							Examine river civilizations including: a. Ancient Egypt in North Africa (pyramids and mathematics) b. India (religions and culture) c. Mesopotamia (beginnings of civilization) d. China (technological advances)		
<b>DOK</b>							2		
<b>Standards</b>							SS3 1.9		
<b>B. Contributions of Greek and Roman civilizations</b>							Distinguish between Greek civilization and the Roman Empire regarding: a. origins of <b>democracy</b> b. <b>rule of law</b> c. governmental structures		
<b>DOK</b>							2		
<b>Standards</b>							SS3 1.9		
<b>C. Institutions and events of European civilization during the Middle Ages</b>							Investigate Europe in the Middle Ages, including: a. rise of kingdoms b. feudalism c. the Crusades		
<b>DOK</b>							2		
<b>Standards</b>							SS3 1.10		

## Missouri, United States and World History

CONCEPTS	3b. Knowledge of continuity and change in the history of the World								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>D. Japanese institutions and culture</b>							Investigate Feudal Japan, including: a. rise of war lords b. art		
<b>DOK</b>							2		
<b>Standards</b>							SS3 1.10, 1.9		
<b>E. Native Latin American cultures</b>							Examine and compare the Mayan, Aztec and Incan cultures		
<b>DOK</b>							2		
<b>Standards</b>							SS3 1.9		
<b>F. Cultural features of the historic African Empires</b>							Investigate African Empires, including: a. agriculture, arts, gold production and the trans-Saharan caravan trade b. spread of Islam into Africa		
<b>DOK</b>							2		
<b>Standards</b>							SS3 1.9, 1.6		
<b>G. Knowledge of contributions and interactions of major world civilizations</b>									
<b>DOK</b>									
<b>Standards</b>									

## Missouri, United States and World History

CONCEPTS	3b. Knowledge of continuity and change in the history of the World								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
H. Influence of the Renaissance and Reformation									
DOK									
Standards									
I. Causes and effects of European overseas expansion									
DOK									
Standards									
J. Impact of Scientific Revolution									
DOK									
Standards									
K. Effect of the Enlightenment on major revolutions									
DOK									
Standards									
L. Causes and consequences of economic theories and practices									
DOK									
Standards									
M. Causes, comparisons and results of major twentieth-century wars									
DOK									
Standards									

## Missouri, United States and World History

CONCEPTS	3b. Knowledge of continuity and change in the history of the World								
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>N.</b> Causes, reactions and consequences of European and Japanese imperialism									
<b>DOK</b>									
<b>Standards</b>									
<b>O.</b> Causes and consequences of major demographic changes									
<b>DOK</b>									
<b>Standards</b>									

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events</b>	Identify examples of <b>scarcity</b>	Identify examples of <b>private goods</b> and services	Explain or demonstrate how people trade using <b>money</b> and <b>bartering</b>	Identify and explain <b>public goods</b> and services	Compare <b>saving</b> and financial <b>investment</b>	Apply the following economic concepts: a. <b>scarcity</b> b. <b>supply</b> and <b>demand</b> c. <b>trade-offs (opportunity cost)</b>	Apply the following economic concepts: a. <b>scarcity</b> b. <b>supply</b> and <b>demand</b> c. <b>specialization</b> of regions, nations and individuals (trade) d. <b>trade-offs (opportunity cost)</b> e. income, wealth and <b>sources of wealth</b>	Apply the following economic concepts: a. <b>investment</b> b. <b>productivity</b> c. <b>Gross Domestic Product (GDP)</b> d. <b>inflation</b> and <b>profit</b> e. <b>profit motive</b>	Apply the following economic concepts: a. <b>business cycle</b> (expansion, recession, depression) b. unemployment c. <b>market economy</b>
<b>DOK</b>	2	2	2	2	2	2	2	2	2
<b>Standards</b>	SS4 1.6	SS4 1.6	SS4 1.9	SS4 1.10	SS4 1.6	SS4 1.10	SS4 1.10	SS4 1.10	SS4 1.10
<b>A. (Continued)</b>	Identify examples of <b>opportunity cost</b>	Describe the relationships among <b>consumers, consumption, producers and production</b>		Distinguish among <b>natural, capital</b> and <b>human resources</b>	Explain <b>supply</b> and <b>demand</b>				
<b>DOK</b>	2	2		2	2				
<b>Standards</b>	SS4 1.6	SS4 1.6		SS4 1.6	SS4 1.6, 1.10				

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>B. Understanding the consequences of personal and public economic decisions</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> )		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> .
<b>DOK</b>			2	2	3		2	2	2
<b>Standards</b>			SS4 3.2	SS4 3.8	SS4 3.8		SS4 1.10	SS4 1.6	SS4 1.6
<b>C. Understanding various types of taxes and their purposes</b>				Identify <b>taxes</b> that students experience, such as sales taxes	Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes				Identify different forms of <b>taxes</b> , such as tariffs, sales taxes and income taxes, and their purposes
<b>DOK</b>				1	2				2
<b>Standards</b>				SS4 1.10	SS4 1.10				SS4 1.10
<b>C. (Continued)</b>				List how tax moneys are used, who benefits from tax-supported services and who pays for these services					
<b>DOK</b>				2					
<b>Standards</b>				SS4 1.8, 1.10					

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>D. Interdependence of households, businesses and governments</b>					Explain how decisions of households, businesses and governments affect one another				
<b>DOK</b>					2				
<b>Standards</b>					SS4 1.6				
<b>E. The role of technology in changing the US 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
<b>DOK</b>						2			3
<b>Standards</b>						SS4 1.6			SS4 1.6
<b>F. 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
<b>DOK</b>						3	3	3	3
<b>Standards</b>						SS4 3.8	SS4 3.8	SS4 3.8	SS4 3.8
<b>G. Compare and contrast economic systems</b>									
<b>DOK</b>									
<b>Standards</b>									

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>H.</b> Understanding the roles of people, business, and government in economic systems of the United States									
DOK									
Standards									
<b>I.</b> Understanding the functions and effects of economic institutions									
DOK									
Standards									
<b>J.</b> Knowledge of economic institutions									
DOK									
Standards									
<b>K.</b> Understanding the roles of government in a market economy									
DOK									
Standards									

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A. Reading and constructing maps</b>	Identify maps and globes as geographic tools	Read maps	Construct maps with title and key	Read and construct maps	Construct and interpret maps	Use geographic research sources to acquire information and answer questions	Use geographic research sources to acquire and process information to answer questions and solve problems	Use geographic research sources to process and report information to solve problems	Use and evaluate geographic research sources to process and report information to solve problems and make predictions
<b>DOK</b>	1	1	2	2	2	2	3	3	4
<b>Standards</b>	SS5 1.10	SS5 1.4, 1.5	SS5 1.8	SS5 1.5, 1.8	SS5 1.6, 1.8	SS5 1.10, 1.4, 1.5	SS5 1.10, 3.2, 1.4, 1.5	SS5 2.1, 3.2, 1.4, 1.5	SS5 1.5, 3.2, 3.7, 1.4, 2.1
<b>A. (Continued)</b>		Use a compass rose to identify cardinal directions				Construct maps	Construct maps	Construct maps	Construct maps
<b>DOK</b>		1				2	2	2	2
<b>Standards</b>		SS5 1.10				SS5 1.8	SS5 1.8	SS5 1.8	SS5 1.8
<b>B. Understanding the concept of location to make predictions and solve problems</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 <b>world's seven</b> continents and four oceans	Identify and locate the Mississippi and Missouri Rivers	Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph	Locate cities of Missouri and the United States	Locate major cities and nations of the world	Locate major cities and nations of the world in historical context	Locate states of the United States
<b>DOK</b>		1	1	1	1	1	1	1	1
<b>Standards</b>		SS5 1.5, 1.6, 1.4	SS5 1.5, 1.4, 1.6	SS5 1.5, 1.4	SS5 1.5, 1.4	SS5 1.4, 1.5	SS5 1.4, 1.5	SS5 1.4, 1.10, 1.5	SS5 1.4, 1.5

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>B.</b> <i>(Continued)</i>				Locate and identify the states bordering Missouri on a map		Locate states and major topographic features of the United States	Locate the world's continents, oceans and major topographic features	Locate the world's continents, oceans and major topographic features as civilizations spread	Locate cities and topographic features of the United States
<b>DOK</b>				1		1	1	1	1
<b>Standards</b>				SS5 1.5, 1.4		SS5 1.4, 1.5	SS5 1.4, 1.5	SS5 1.4, 1.10	SS5 1.4, 1.5
<b>B.</b> <i>(Continued)</i>				Describe and use <b>absolute location</b> using a grid system		Locate and describe real <b>places</b> , using <b>absolute</b> and <b>relative location</b>	Locate and describe geographic <b>places</b> , using <b>absolute</b> and <b>relative location</b>	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 and describe geographic <b>places</b> , using <b>absolute</b> and <b>relative location</b>
<b>DOK</b>				1		2	2	2	2
<b>Standards</b>				SS5 1.4		SS5 1.4, 1.5, 1.10	SS5 1.4, 1.5, 1.10	SS5 1.4, 1.5, 1.10	SS5 1.4, 1.5, 1.10
<b>C.</b> <b>Understanding the concept of 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.)	Identify <b>physical characteristics</b> , such as climate, topography, relationship to water and ecosystems	Describe <b>physical characteristics</b> , such as climate, topography, relationship to water and ecosystems	Explain <b>physical characteristics</b> , such as climate, topography, relationship to water and ecosystems	Analyze <b>physical characteristics</b> , such as climate, topography, relationship to water and ecosystems
<b>DOK</b>			2		2	1	1	2	2
<b>Standards</b>			SS5 1.6		SS5 1.6	SS5 1.10	SS5 1.10	SS5 1.6	SS5 1.6

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>C.</b> <i>(Continued)</i>						Identify <b>human characteristics</b> , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Describe <b>human characteristics</b> , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Explain <b>human characteristics</b> , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	Analyze <b>human characteristics</b> , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system
<b>DOK</b>						1	1	2	2
<b>Standards</b>						SS5 1.10	SS5 1.10	SS5 1.6	SS5 1.6
<b>D.</b> <b>Relationships within places (Human-Environment Interactions) (Movement)</b>			Describe why people of different groups settle more in one <b>place</b> than another	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>			Describe how physical processes shape the physical environment	
<b>DOK</b>			2	2	2			2	
<b>Standards</b>			SS 5 1.6	SS5 1.6	SS5 1.6			SS5 1.10	
<b>D.</b> <i>(Continued)</i>			Describe how transportation and communication systems have facilitated the movement of people, products and ideas					Describe a variety of ecosystems, and explain where they may be found and how physical processes and human activities may change them	
<b>DOK</b>			2					3	
<b>Standards</b>			SS5 4.1					SS5 1.6	

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>E. Understanding 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 <b>affect people's</b> lives			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
<b>DOK</b>			2	2			2	2	2
<b>Standards</b>			SS5 1.6	SS5 1.6			SS5 1.6	SS5 1.6, 3.6	SS5 1.10, 1.6
<b>E. (Continued)</b>				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					
<b>DOK</b>				3					
<b>Standards</b>				SS5 1.6, 4.1					
<b>F. Understanding relationships between and among 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)	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
<b>DOK</b>			1	2	2	1	2	3	3
<b>Standards</b>			SS5 1.10	SS5 1.6	SS5 1.6	SS5 1.10	SS5 1.6, 3.2	SS5 1.6	SS5 1.6

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>G.</b> Using 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)				
<b>DOK</b>			2		3				
<b>Standards</b>			SS5 1.6		SS5 3.8				
<b>H.</b> Human Systems						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
<b>DOK</b>						2	2		3
<b>Standards</b>						SS5 1.10	SS5 1.6		SS5 1.6
<b>I.</b> Human-environment interactions							Identify world-wide patterns of resource distribution	Identify and describe world-wide patterns of resource distribution	
<b>DOK</b>							1	1	
<b>Standards</b>							SS5 1.10	SS5 1.6	
<b>I.</b> (Continued)							Identify how technology and culture influence resource use	Identify how technology and culture have influenced resource use in the past	
<b>DOK</b>							2	2	
<b>Standards</b>							SS5 1.10	SS5 1.6	

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>I.</b> <i>(Continued)</i>							Identify environmental consequences of how people use resources	Identify and explain environmental consequences of how people use resources from historical examples	
<b>DOK</b>							2	2	
<b>Standards</b>							SS5 1.10	SS5 1.6, 3.5	
<b>I.</b> <i>(Continued)</i>							Identify the effect of natural forces upon human activities	Identify and explain the effect of natural forces upon human activities from historical experiences	
<b>DOK</b>							2	2	
<b>Standards</b>							SS5 1.10	SS5 1.6, 3.5	
<b>J.</b> <b>Using geography to interpret, explain and plan for the future</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
<b>DOK</b>						3	3	3	3
<b>Standards</b>						SS5 1.6, 3.2	SS5 1.6, 3.2	SS5 1.6, 3.2	SS5 1.6, 3.2

## Relationships of Individuals 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A. 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>DOK</b>	1	2		2					
<b>Standards</b>	SS6 1.10	SS6 1.10		SS6 1.9					
<b>B. 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>DOK</b>			2		2				
<b>Standards</b>			SS6 1.9		SS6 1.9				
<b>C. 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				
<b>DOK</b>				3	3				
<b>Standards</b>				SS6 2.3, 3.6	SS6 3.4				

## Relationships of Individuals 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>D. 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>DOK</b>							4	4	
<b>Standards</b>							SS6 1.6	SS6 1.6, 1.9	
<b>E. 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
<b>DOK</b>						2			3
<b>Standards</b>						SS6 1.9			SS6 1.9
<b>F. 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	
<b>DOK</b>							2	2	
<b>Standards</b>							SS6 1.6	SS6 1.6	

## Relationships of Individuals 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>G.</b> Effect of laws and events on relationships								Identify how laws and events affect members of groups and relationships among groups	Describe how laws and events affect members of groups and relationships among groups
<b>DOK</b>								2	2
<b>Standards</b>								SS6 1.6, 3.6	SS6 1.6, 3.6
<b>H.</b> Effect of personal and group experiences on perceptions							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
<b>DOK</b>							2		3
<b>Standards</b>							SS6 1.6, 3.5		SS6 3.6, 3.5, 1.6
<b>I.</b> Changing ideas, concepts and traditions						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)
<b>DOK</b>						2	2		3
<b>Standards</b>						SS6 1.9	SS6 1.9		SS6 1.9
<b>J.</b> Methods of resolving conflicts								Evaluate constructive processes or methods for resolving conflicts	
<b>DOK</b>								3	
<b>Standards</b>								SS6 3.4, 3.7	
<b>K.</b> Ideas and beliefs of different cultures									
<b>DOK</b>									
<b>Standards</b>									

## Relationships of Individuals 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>K.</b> Ideas and beliefs of different cultures									
DOK									
Standards									
<b>L.</b> Changing of roles of various groups									
DOK									
Standards									
<b>M.</b> Major social institutions									
DOK									
Standards									
<b>N.</b> Consequences of individual or institutional failure									
DOK									
Standards									
<b>O.</b> Causes, effects and resolutions of cultural conflict									
DOK									
Standards									

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A. Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry</b>	Identify visual, graphic and auditory aids (posters and recordings)	Identify visual, graphic and auditory aids (globes, maps)	Identify and select visual, graphic and auditory aids (graphs and charts)	Identify, select and use visual, graphic and auditory aids (timelines and diagrams)	Identify, select and use visual, graphic and auditory aids	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters			
<b>DOK</b>	1	1	1	1	1	4			
<b>Standards</b>	SS7 1.10	SS7 1.10	SS7 1.4, 1.10	SS7 1.5, 1.10	SS7 1.5, 1.10	SS7 1.2, 1.4, 2.1			
<b>A. (Continued)</b>	Identify <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos)	Identify and use <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos)	Identify, select and use <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos)	Identify, use and create <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos)	Use and evaluate <b>primary</b> and <b>secondary sources</b> (diaries, letters, people, interviews, journals and photos)				
<b>DOK</b>	1	1	2	3	3				
<b>Standards</b>	SS7 1.10	SS7 1.5, 1.10	SS7 1.4, 1.5, 1.10	SS7 1.5, 1.10, 2.1	SS7 1.5, 1.7				
<b>A. (Continued)</b>	Identify library and media resources (videos, electronic resources, periodicals and books)	Identify library and media resources (videos, electronic resources, books and periodicals)	Identify and select library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, and books)	Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, and books)	Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons)				
<b>DOK</b>	1	1	1	1	1				
<b>Standards</b>	SS7 1.10	SS7 1.10	SS7 1.4, 1.10	SS7 1.5, 1.10	SS7 1.5, 1.10				

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>A.</b> <i>(Continued)</i>	Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)	Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)	Identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)	Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)	Identify and create artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)				
<b>DOK</b>	1	1	1	1	2				
<b>Standards</b>	SS7 1.10	SS7 1.10	SS7 1.4, 1.10	SS7 1.5, 1.10	SS7 1.10, 2.1				
<b>B.</b> <b>Knowledge to create and use various social studies graphics and maps</b>					Create maps, timelines, diagrams and cartoons to enhance studies in civics, history, economics and geography	Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions			
<b>DOK</b>					2	4			
<b>Standards</b>					SS7 1.8, 2.1	SS7 1.4, 3.5, 1.6			
<b>B.</b> <i>(Continued)</i>						Create maps, graphs, timelines, charts and diagrams to communicate information			
<b>DOK</b>						2			
<b>Standards</b>						SS7 1.8, 1.4, 2.1			
<b>C.</b> <b>Understanding fact, opinion, bias and points of view in sources</b>						Distinguish between fact and opinion and recognize bias and points of view			
<b>DOK</b>						2			
<b>Standards</b>						SS7 1.7, 3.6, 3.5			
<b>D.</b> <b>Using technological tools</b>						Use technological tools for research and presentation			
<b>DOK</b>						2-4			
<b>Standards</b>						SS7 1.4, 2.7, 2.1			

## 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	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<b>E. Developing a research plan and identifying resources</b>									
<b>DOK</b>									
<b>Standards</b>									
<b>F. Interpreting various social studies resources</b>									
<b>DOK</b>									
<b>Standards</b>									
<b>G. Supporting a point of view</b>						Identify, research and defend a point of view/position			
<b>DOK</b>						3			
<b>Standards</b>						SS7 1.2, 1.4, 1.7			