

SOCIAL STUDIES

Principles of Constitutional Democracy

I. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States.

Kindergarten

- A. Identify U.S. symbols (flag, court system, white house, etc.)
- B. Students will discuss and understand classroom and school rules.

Grade 1

- A. The students will discuss the difference between rules and laws.

Grade 2

- A. The students will define citizenship, rights, and responsibilities.
- B. Distinguish between rights and responsibilities.

Grade 3

- A. The students will be able to summarize the rights, responsibilities, and privileges of citizens living in the United States.
- B. The students will be able to explain the fundamental ideas that form the foundation of the U.S. government as stated in the U.S. Constitution.
- C. The students will be able to identify why Declaration of Independence is the “birthday” of our country.

Grade 4

- A. Bill of Rights – Students will be able to identify rights included in the Bill of Rights.
- B. Declaration of Independence – Students will be able to explain the significance of the Declaration of Independence.
- C. Missouri Constitution – Students will be able to explain that the MO Constitution tells how the state government should be organized and guarantees the rights of individuals.

D. U.S. Constitution – Students will be able to explain the major purpose of the constitution.

Grade 5

A. The students will identify patterns in historical documents.

- ❖ Declaration of Independence
- ❖ U.S. Constitution
- ❖ Bill of Rights

B. The students will interpret how these documents developed self-government in a democracy.

C. The students will explain how citizens promote the common good.

D. The students will identify rights and responsibilities of citizenship in the United States to promote the common good.

Grade 8

A. Students will be able to identify and analyze principles in the Declaration of Independence and the U.S. Constitution.

- ❖ Amendments
- ❖ Declaration of Independence
- ❖ U.S. Constitution
- ❖ Bill of Rights

B. The students will interpret how these documents developed self-government in a democracy.

Grade 9

A. Analyze the history and changing interpretations of the constitution.

Grade 10 – World History

A. Apply the relevance of the writings of the enlightenment to constitutional principles.

Grade 11

A. The students will have knowledge of the relevance and connection of the Constitutional principles, processes and procedures.

- ❖ Checks & balances

- ❖ Separation of powers
- ❖ Federalism
- ❖ Representation
- ❖ Popular sovereignty
- ❖ Due process of law
- ❖ Judicial review

II. Knowledge of principles and processes of governance systems.

Kindergarten

- A. Chain of command in the school/classroom/home, etc.
- B. Student will apply a problem solving method for school and community.

Grade 1

The student will identify elected leaders and authority figures and their role in our community.

Grade 2

- A. Identify elected leaders in all levels of government and their role in all three levels of government.

Grade 3

- A. The students will be able to identify the responsibilities of the 3 branches of government.
- B. The students will be able to explain the major functions of local government and identify local leaders. (city council, mayor)
- C. The students should be able to explain how authoritative decisions are made, enforced and interpreted within the state government.

Grade 4

- A. Students will be able to explain responsibilities of the judicial, executive, and legislative branches of government at the state and federal levels.
- B. Students will be able to explain and identify the functions of the government at the local, state and federal levels.

Grade 5

A. The students will categorize the responsibilities of the 3 branches of the U.S. Government.

B. The students will identify the essential characteristics of the American democracy.

- ❖ Limited Government
- ❖ Majority Rights
- ❖ Checks and Balances

Grade 6

A. Students will understand why all societies and groups need a system of government.

B. Students will connect this with no-governments group.

- ❖ Hunters/gatherers
- ❖ Rules/order
- ❖ Laws/punishment

Grade 7 World Government

A. Students will identify different world governments.

- ❖ Democracy
- ❖ Republic
- ❖ Monarchy
- ❖ Constitutional Monarchy
- ❖ Dictator
- ❖ Limited government
- ❖ Unlimited government
- ❖ Constitutional Democracy
- ❖ Dual monarchy
- ❖ Feudalism

B. Students will be able to compare/contrast world governments.

Grade 8

A. Students will be able to identify and analyze the 3 branches of U.S. Government

Grade 9

A. The student will analyze the relationship between U.S. government on its society.

Grade 10 – World History

A. Compare/contrast world political systems.

Grade 11

A. The student will differentiate the principles and processes of governance systems.

- ❖ Articles of Confederation
- ❖ Declaration of Independence
- ❖ US Constitution
- ❖ The Federalist Papers
- ❖ Dictatorships, monarchy, etc.

Missouri, United States and World History

III. A. Knowledge of continuity and change in the history of Missouri and the United States.

Kindergarten

A. Students will understand/define past, present, and future.

Grade 1

A. The student will use a calendar to determine the day, week, month, and year.

B. The student will place events in correct order.

C. The student will understand the difference between past and present (transportation/communication).

D. The student will relate stories of achievement of people associated with state and federal holidays.

Grade 2

- A. The student will compare and contrast the lives of Woodland and Plain Indians
- B. Compare forms of communication from past and present.
- C. Compare forms of transportation from past and present.

Grade 3

- A. The students should be able to identify the Civil Rights leaders and their accomplishments.

Grade 4

- A. Students will be able to identify and describe their contributions to our state and national heritage.
- B. Students will be able to explain why the Westward Expansion began and the events that occurred.
- C. Students will be able to explain Missouri's role in the Civil War as a border state.

Grade 5

- A. The students will identify times of major historical events and make connections between events.
- B. The student will describe cultural patterns as a result of exploration settlement and conflict.
- C. The student will explain how new developments led to the growth of the U.S.

Grade 7

- A. The student will evaluate the impact of Europeans on the development of the United States.

Grade 8

- A. Students will be able to identify and interpret the different colonial groups during American Revolution.
- B. Students will be able to identify and analyze causes and events which led up to the American Revolution.

- ❖ New Taxes
- ❖ Boston mass
- ❖ Boston Tea Party
- ❖ Intolerable A

C. Students will be able to identify and assess the significance of Westward Expansion.

- ❖ Louisiana Purchase
- ❖ Lewis and Clark
- ❖ MO Compromise
- ❖ Texas and Mexican War
- ❖ Oregon Territory
- ❖ California Gold Rush

D. Students will be able to identify and interpret political, social, and economic causes of the Civil War.

E. The student will explain the effects of the Civil War.

Grade 9

A. The student will trace/track the political economic, cultural, social, domestic, and foreign policy developments in the U.S. since reconstruction.

Grade 10

A. Students will understand the relationship between past events and present and future events.

- ❖ The effects of Greece and Rome on future civilizations
- ❖ Influence of Renaissance reformation
- ❖ Cause and effect of impercelism.
- ❖ Cause and effect of the 18th century revolutions.
- ❖ Cause and effect of wars of 20th century

Grade 11

A. The students will have knowledge of the relevance and connection of Missouri Constitution principles, processes and procedures.

- ❖ Mirrors the U.S. / Federal system
- ❖ State and local government processes and procedures (checks/balances; separation of powers, federalism, popular sovereignty, judicial review – example)

III. B. Knowledge of continuity and change in the history of the world.

Kindergarten

A. Understand events in relation to their own life (photo story of student's life.)

Grade 2

A. Place events in correct order on a time line.

Grade 3

A. The student should be able to create a timeline of events.

Grade 6

A. Students will realize how societies grew with knowledge and advances of the domestication of seeds/plants and animals.

- ❖ Hunters/gatherers
- ❖ Mesopotamia
- ❖ Egypt
- ❖ India
- ❖ China

Grade 7

A. Students will identify and analyze how interactions between cultures have changed World History.

- ❖ Middle Ages
- ❖ Exploration
- ❖ Indians (Central and South America)
- ❖ Slave Trade
- ❖ Renaissance

Grade 10 – World History

A. Students will understand the relationship between past events and present and future events.

- ❖ Cause / effect of wars of 20th century

- ❖ Influence of Renaissance / reformation
- ❖ Cause / effect of imperialism.

Economic Concepts and Principles

IV. Knowledge of economic concepts (including productivity and the marked system) and principles (including the laws of supply and demand)

Kindergarten

A. Apply and understand basic monetary system principles (counting, 100 pennies, reward system)

Grade 1

- A. The student will identify the difference between goods and services.
- B. The student will identify the terms and the difference of wants and needs.
- C. The students will identify the difference of spending and saving.

Grade 2

- A. The student will define and distinguish between needs and wants.
- B. Have understanding of earnings, spending, and saving money.
- C. Understand the difference of bartering and trading.
- D. Understand the difference in careers of making goods and providing services.

Grade 3

- A. The student should be able to define opportunity cost and give an example of the opportunity cost of a personal decision.
- B. Students should be able to identify people who purchase goods and services as consumers and people who make goods or provide services as producers.
- C. Students should be able to create a budget showing income, spending, and saving.
- D. Students should be able to differentiate the difference between supply and demand.

Grade 4

- A. Students will be able to identify consequences and benefits of personal economical choices in today's world.
- B. Students will explain how the state collects taxes it needs to provide goods and services.

Grade 5

- A. The students will apply economic concepts to real world situations.
- B. The students will identify how our economy has changed overtime.
 - ❖ summarize economic choices of the past, present, and future and the consequences of the decisions.
 - ❖ Depression
 - ❖ Gold Rush
 - ❖ Current Events

Grade 6

- A. Students will know that economic events affect their personal life.
 - ❖ Scarcity
 - ❖ Needs/Wants
 - ❖ Opportunity Cost
- B. Students will know that there are different economic systems.
 - ❖ Agricultural
 - ❖ Industrialization

Grade 7

- A. Students will distinguish between the different types of economic systems.
 - ❖ Capitalism
 - ❖ Currency
 - ❖ Free enterprise / market economy
 - ❖ Feudalism
 - ❖ Imports / Exports
 - ❖ Taxes
 - ❖ Single – product economy
 - ❖ Communism

Grade 8

A. Students will be able to identify and analyze characteristics of different economic systems.

- ❖ Market System
- ❖ Traditional System
- ❖ Command System

B. Students will be able to assess the role of technology in our economy and how our economy has changed from a agricultural economy to industrial economy.

- ❖ Industrial Revolution

Grade 9

A. The student will understand the relationship of people, business, and government in the United States.

B. The student will apply economic concepts.

Grade 10 – World History

A. Compare/contrast economic systems throughout history.

- ❖ Feudalism
- ❖ Manorialism
- ❖ Socialism
- ❖ Communism
- ❖ Capitalism

B. Understand the influence of economic systems on world history.

Grade 9 – 12

A. The students will understand how ‘economics’ affects their own lifestyle – (personal finance)

- ❖ Needs and wants
- ❖ Supply and demand
- ❖ Trade and bartering
- ❖ Producers and consumers
- ❖ Goods and services
- ❖ Checking and savings accounts
- ❖ Taxes
- ❖ Budgets

❖ Insurances

Elements of Geographical Study and Analysis

V. Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationships to changes in society and the environment.

Kindergarten

A. Understand terms such as (before, after, up, down, etc.)

Grade 1

A. The student will be able to locate the state of Missouri, and its capital, as well as our town.

B. The student will be able to understand and interpret map keys.

C. The student will be able to distinguish between cardinal directions on a map, as well as “left and right.”

Grade 2

A. The student will identify the location of the state of Missouri, state capital, United States, Washington D.C., town, county, continents and oceans.

B. Read and interpret maps, tables, charts, and graphs.

C. Identify landforms.

Grade 3

A. The students should be able to use absolute and relative locations to identify places on a map (grid map) (coordinate directions).

B. The students should be able to identify the basic components of earth’s systems landforms, water, climate, and weather.

C. The students should identify systems of transportation use to move people and products from place to place.

Grade 4

- A. Students will be able to locate and draw Missouri and its eight border states.
- B. Students will be able to locate specific cities, rivers, and regions of Missouri.
- C. Students will be able to identify basic components of the earth's landforms.

Grade 5

- A. The students will use tools of geographic sources to identify, construct, locate, and describe elements of geographical study.
- B. The student will identify relationships between physical and human characteristics that led to changes in society and the environment.

Grade 6

- A. Students will know geographical locations.
 - ❖ Continents
 - ❖ Oceans
 - ❖ Mountains – Rocky, Alps, Appalachian, Andes
 - ❖ Rivers – Mississippi, Amazon, Nile
 - ❖ Deserts – Sahara
 - ❖ Countries
- B. Students will recognize how the environment affects populations and lifestyles.
 - ❖ Migrations

Grade 7

- A. Students will have knowledge to identify basic geographic terms.
- B. Students will be able to identify U.S. states and major world countries on a map.
- C. Students will recognize how the environment affects population.
 - ❖ Migration
 - ❖ Natural resources
 - ❖ Events (past and present)

Grade 9

A. The student will apply knowledge of the geography of Missouri, the United States and world to make predictions and solve problems.

Grade 10 – World History

- A. Understand relationships with in a place.
- B. Identify significant locations in world history.
- C. Understand how geography impacts events of the past, explain the present and plan for the future.

Grade 11

- A. The students will recognize landforms and how the geographic elements effect life, society, economy and culture.
- B. The student will identify the 50 states and US regions and explain their significance in the election cycle. (For example; New Hampshire is the 1st presidential primary.

Relationships of Individuals and Groups to Institutions And Cultural Traditions

VI. Knowledge of relationships of the individual and groups to institutions and cultural traditions.

Kindergarten

A. Students will create symbols of cultural traditions (Thanksgiving - turkey, Native Americans – corn, Indian dress, etc.)

Grade 1

- A. The student will describe similarities and differences in the way different cultures meet common human needs.
- B. The student will describe family and local community customs and traditions.

Grade 2

- A. The student will be able to make connections between traditions and holidays.
- B. Identify ways that different cultures within the United States and the world have shaped our national heritage.
- C. Describe the contributions of inventors, explorers, and political leaders have had to the cultural heritage of the United States.

Grade 3

- A. The student should be able to recognize some of the major ideas or culture (language, clothing, food, art, and music).
- B. The student should be able to show how to resolve a conflict in a peaceful manner.

Grade 4

- A. Students will be able to recognize cultural holidays and how they are celebrated.

Grade 5

- A. The students will recognize various components of culture traditions.
- B. The students will explain reasons people from various cultural groups came to North America and the consequences of their interactions to each other.

Grade 6

- A. Students will demonstrate an understanding for all types of cultures, governments, religions, and traditions.
 - ❖ Hindu
 - ❖ Ghandi
 - ❖ Prejudice
 - ❖ Holidays
 - ❖ Celebrations

Grade 7

A. Students will compare and contrast the different ideas and beliefs of different cultures.

- ❖ Religion
- ❖ Traditions
- ❖ Government
- ❖ Holidays
- ❖ Role of women (family)

Grade 8

A. Students will demonstrate an understanding of how ideas concepts and traditions have changed over time in the U.S.

- ❖ Gaining suffrage (women and African Americans)
- ❖ Equality of all U.S. citizens.

Grade 9

A. The student will demonstrate a basic understanding of cultural diversity, its causes, and how diversity affects interpersonal relationships.

Grade 10 – World History

- A. Students will be able to determine cause / effect of cultural conflicts.
- B. Students will be able to describe how cultural traditions have affected world civilizations.

Grade 11

A. The students will understand how changing cultural values affect the political process system. The students (apply concepts) have the knowledge of types of religion, cultures, government traditions.

- ❖ Political parties
- ❖ Political diversity

Tools of Social Science Inquiry

VII. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Kindergarten

- A. Apply and interpret charts and graphs (bus riders, favorite items, etc.)

Grade 1

- A. The student will identify various tools of resources.
- B. The student will use appropriate type of resources.

Grade 2

- A. The student will identify various tools of resources.
- B. Use appropriate tool a resource to locate information.

Grade 3

- A. The student should be able to obtain information from a variety of resources.
- B. The student should be able to interpret maps.

Grade 4

- A. Students will be able to interpret, create, and read maps, charts, graphs, timelines, keys, and legends.
- B. Students will be able to locate a position on a map by using latitude and longitude.
- C. Students will be able to distinguish between primary and secondary sources.

Grade 5

- A. The students will obtain information from primary and secondary sources and use and apply the information.
- B. The students will use a variety of sources to organize information.

C. The students will communicate Social Studies information using graphs or tables.

D. The students will use problem solving skills to make decisions individually and in groups.

Grade 6

A. Students will be able to read, interpret, analysis, and apply different types of social science.

- ❖ Time lines
- ❖ Map legends
- ❖ Latitude / longitude
- ❖ Political cartoon
- ❖ Essays
- ❖ Absolute / relative location

Grade 7

A. Students will be able to read, use, analyze, and apply different types of social science inquiry.

- ❖ Different types of maps
- ❖ Latitude / longitude
- ❖ Relative / absolute location
- ❖ Graphs
- ❖ Charts
- ❖ Timelines
- ❖ Cartoon
- ❖ Historical Documents

Grade 8

A. Students will be able to use, read, analyze, and apply tools of social science inquiry.

- ❖ Computers
- ❖ Map legends
- ❖ Surveys
- ❖ Statistics
- ❖ Maps
- ❖ Political cartoons
- ❖ Timelines

❖ Documents

Grade 9

A. Students will be able to conduct social science research using tools of social science inquiry.

Grade 10 – World History

A. Students will be able to conduct social science research using tools of social science inquiry.

Grade 11

A. The students will be able to read, analyze and apply the use of tools of social science inquiry.

- ❖ Political cartoon
- ❖ Primary / secondary sources
- ❖ Timeline of major political documents