**Social Studies Grade Level Expectations**

*A Framework for Instruction and Assessment in the Elementary Grades (K-5)*

The Social Studies Grade Level Expectations outline related ideas, concepts, skills and procedures that form the foundation for understanding and learning social studies based on prior standards in the State of Missouri for teaching, learning, and assessing social studies. The overall scope and sequence of these Grade Level Expectations takes into consideration the growth and development of elementary-aged children. In addition, these Grade Level Expectations (GLEs) for grades K-5 specify social studies concepts that students need to understand thoroughly for future learning in grades 6-12 and beyond.

Essential content that is aligned to state and national documents that support inquiry-based instruction included in the Grade 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 Grade Level Expectation is aligned to Show-Me Content and Process Standards (1996).

The Show-Me Content and Process Standards Social Studies were established by law to ensure that students in Missouri public schools will acquire a solid foundation which includes knowledge of 1) principles expressed in the documents shaping constitutional democracy in the United States; 2) continuity and change in the history of Missouri, the United States and the world; 3) principles and processes of governance systems; 4) economic concepts (including productivity and the market system) and principles (including the laws of supply and demand); 5) the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment; 6) relationships of the individual and groups to institutions and cultural traditions and 7) the use of tools of social science inquiry (such as surveys, statistics, maps, documents).

The Social Studies Grade Level Expectations includes a grade-specific standards and a glossary of key terms. Together these resources will assist public school educators to provide a developmentally-appropriate, broad-based and rich social studies experience for elementary school students in Missouri.

NOTE: It is essential to include all expectations in your 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.

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Grade Specific  
Grade Level Expectations

**Grade Specific Grade Level Expectations Key**

In this section, each of the Grade Level Expectations (GLEs) in the K-5 social studies curriculum is separated into grade levels to provide a user-friendly guide for their use in curriculum and lesson planning. At each grade level, the GLEs are organized in a chart that provides the: a) Grade Level, b) Theme, c) Introduction to the theme and inquiry, d) Potential Inquiry Questions/Units of Study and e) associated GLEs for each question.

The remainder of each grade level chart identifies the strand of social studies, concepts covered under the strand, Grade Level Expectations for the strand and their associated degree of knowledge and Show-me Standards code.In addition, key terms in both the Grade Specific GLEs and the curriculum matrix are hyperlinked to the glossary at the end of the document.

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|  | **Grade Level**  ***Theme***  ***Introduction to the theme and inquiry:*** | | | |
|  | ***Potential Inquiry Question or Unit of Study*** | | | |
| GLE’s that would fit the potential inquiry question or unit of study | | | |
| Strand | Concept | | | |
| **GLE Code** | **Specific Grade Level Expectation** |  | Show-me Stnd |

The coding in the chart follows a standard pattern. The GLE code is to the left of the grade level expectation. It reads Grade level, strand, strand #, Concept, Sub Part. Thus, **3.H.3.B.a** is the GLE code that is interpreted as—Grade level 3-- Missouri, United States and World **H**istory – strand number **3** – concept **B**— Historical Perspective/Thinking/Passage of time —grade-level expectation part **a**— Create a personal history.

**PC.1** - Principles expressed in the documents shaping constitutional democracy in the United States

**GS.2** - Principles and processes of Governance Systems

**H.3** - Missouri, United States and World History

**E.4** - Economic Concepts and Principles

**EG.5** - Elements of Geographical Study and Analysis

**RI.6** - Relationships of Individuals and Groups to Institutions and Traditions

**TS.7** - Tools of Social Science Inquiry

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|  | **Kindergarten**  ***Self, Family, and School***  *In Kindergarten, students engage in the study of themselves, their families, and their schools. They will learn how to participate and use effective citizenship skills. They will explore their families, their classrooms, and their schools through an interdisciplinary approach including history, civics, economics, and geography. The study of themselves, their families, and their schools requires that students generate and research compelling questions such as:* | | | |
| **Potential Inquiry Questions or Units of Study** | ***What is my role in my family and school?*** | | | |
| GLE’s: PC.1B, PC.1.E, PC. 1.C GS.2.C, GS.2.D, RI.6.B, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E | | | |
| ***What is “history” and how is the past different from the present?*** | | | |
| GLE’s: H.3.B.a, H.3.B.b, RI.6.A, RI.6.C, RI.6.D.4, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E | | | |
| ***How do citizens show patriotism?*** | | | |
| GLE’s: PC.1.F.a, PC.1.F.b, H.3.C, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E | | | |
| ***How do we use maps and globes to learn about places?*** | | | |
| GLE’s: EG.5.Aa, EG.5.A.b, EG.5.A.c, EG.5.B, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E | | | |
| ***How do we make choices?*** | | | |
| GLE’s: E.4.A.a, E.4.A.b, E.4.A.c, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E | | | |
| **Documents shaping constitutional democracy** | Purposes and principles of the Constitution | | | |
| **K.PC.1.B** | **Identify reasons for making rules within the school.** |  | SS3, G4.7 |
| **K.PC.1.C** | **Discuss the concept of individual rights** |  | SS6, G4.2 |
| Character Traits and Civic Attitudes of Significant Individuals | | | |
| **K.PC.1.E** | **Describe the** [**character traits**](#_bookmark10) **of role models within your family or school.** |  | SS6, G4.3 |
| Knowledge of the symbols of our state and nation | | | |
| **K.PC.1.F.a** | **Identify the flag as a** [**symbol**](#_bookmark74) **of our nation.** |  | SS2, G2.4 |
| **K.PC.1.F.b** | **Recite the Pledge of Allegiance.** |  | SS2, G4.2 |
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| **Governance Systems** | Processes of governmental systems in decision making | | | |
| **K.GS.2.C** | **Describe how groups need to make decisions and how those decisions are made in families and classrooms.** |  | SS3, G3.4 |
| Functions of governmental systems | | | |
| **K.GS.2.D** | **Describe** [**roles**](#_bookmark66) **and** [**responsibilities**](#_bookmark64) **of people in** [**authority**](#_bookmark4) **in families and in groups.** |  | SS3, G4.3 |
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| **History** | Historical Perspective/Thinking/Passage of time | | | |
| **K.H.3.B.a** | **Create a personal history.** |  | SS3, G2.1 |
| **K.H.3.B.b** | **Compare your family in the past and present.** |  | SS2, G3.5 |
| Knowledge of the contributions of significant persons in U.S. history | | | |
| **K.H.3.C** | **Describe the** [**contributions**](#_bookmark19) **of people typically studied in K-5 programs associated with national holidays such as George Washington, Abraham Lincoln, Squanto, etc.** |  | SS2,G2.2 |
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| **Economics** | Knowledge of basic economic concepts | | | |
| **K.E.4.A.a** | **Describe examples of** [**scarcity**](#_bookmark69) **within your family and school.** |  | SS4, G4.1 |
| **K.E.4.A.b** | **Describe examples of** [**opportunity cost**](#_bookmark48) **within your family and school.** |  | SS4, G4.1 |
| **K.E.4.A.c** | **Describe examples of** [**needs**](#_bookmark47) **and** [**wants**](#_bookmark81) **within your family and school.** |  | SS4, G4.1 |
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| **Geographical Study** | Reading and constructing maps | | | |
| **K.EG.5.A.a** | **Identify maps as representations of real places.** |  | SS5, G1.5 |
| **K.EG.5.A.b** | **With assistance, read, construct, & use maps of familiar places such as the classroom, the bedroom, the home etc.** |  | SS5, G2.7 |
| **K.EG.5.A.c** | **Match legend symbols to map features.** |  | SS5, G1.8 |
| Understanding the concept of location to make predictions and solve problems | | | |
| **K.EG.5.B** | **Apply** [**positional words**](#_bookmark53) **to locations within the classroom (below, above, front, back, left, right, etc.).** |  | SS5, G1.6 |
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| **People, Groups, and Cultures** | Cultural characteristics of all people | | | | | | |
| **K.RI.6.A** | | **Describe** [**cultural characteristics**](#_bookmark21) **of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.** | |  | | SS6, G2.3 |
| Methods of resolving conflicts | | | | | | |
| **K.RI.6.B** | | **Explain how to resolve disputes peacefully in the classroom and on the playground.** | |  | | SS6, G3.2 |
| Ideas and beliefs of different cultures | | | | | | |
| **K.RI.6.C** | | **Share stories related to your family cultural traditions and** [**family lore.**](#_bookmark27) | |  | | SS6, G2.1 |
| Cultural heritage and preservation | | | | | | |
| **K.RI.6.D.4** | | **Describe how you and your family remember and commemorate your** [**cultural heritage.**](#_bookmark22) | |  | | SS6, G2.3 |
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| **Tools of Social Science Inquiry** | Identify, select, analyze and evaluate resources to create a product of social science inquiry | | | | | | |
| **K.TS.7.A.a** | | **Label and analyze different sources with guidance and support.** | |  | | SS7, G1.4 |
| **K.TS.7.A.b** | | **Use** [**artifacts**](#_bookmark2) **(building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.** | |  | | SS7, G1.4 |
| Use visual tools to communicate information and ideas. | | | | | | |
| **K.TS.7.B** | **Use visual tools to communicate information** | |  | | SS7, G1.8 | |
| Conducting and presenting research with appropriate resources | | | | | | |
| **K.TS.7.D** | | **Share findings about a topic.** | |  | | SS7, G1.5 |
| Developing a research plan and identifying resources | | | | | | |
| **K.TS.7.E** | | **Ask questions and find answers about a topic, with assistance.** | |  | | SS7, G1.1 |

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|  | **First Grade**  ***School & Community***  *In first grade, students explore their place in the world around them building on their work in kindergarten and expanding perspective beyond themselves. Through comparison of family, school, and community, students will explore multiple perspectives from the past and today. The study of how students fit into society requires that students generate and research compelling questions such as:* | | | |
| Potential Inquiry Questions or Units of Study | ***How do my school and community influence each other?*** | | | |
| GLE’s: PC.B, PC.C, PC. D , PC.E, GS.2.C, GS.2.D, E.4.A.a, E.4.A.b, E.4.A.c, EG.5.A.a, EG.5.C.b, RI.6.A, RI.6.B , RI.6.D. TS.7.A.a, TS.7.a.b, TS.7.D, TS.7.E | | | |
| ***Why are symbols important for our community and country?*** | | | |
| GLE’s: PC.4.a, PC.4.b, H.3.B, TS.7.A.a, TS.7.a.b, TS.7.D, TS.7.E | | | |
| ***How can you use maps and globes to help you find things?*** | | | |
| GLE’s: H.3.C, EG.5.A.a,EG.5.A.b, EG.5.A.c, EG.5.A.d,EG.5.B, EG.5.C.a, TS.7.A.a, TS.7.a.b, TS.7.B**,**TS.7.D, TS.7.E | | | |
| ***How do we get things we need or want in our school and community?*** | | | |
| GLE’s: E.4.A.a, E.4.A.b, E.4.A.c, EG.5.A.a, EG.5.B, EG.5.C.b, TS.7.A.a, TS.7.a.b, TS.7.D, TS.7.E | | | |
| **Documents shaping constitutional democracy** | Purposes and principles of the Constitution | | | |
| **1.PC.1.B** | **Identify and explain why cities make** [**laws**](#_bookmark38) **.** |  | SS1, G4.2 |
| Purposes and Principles of the Bill of Rights | | | |
| **1.PC.1.C** | **Discuss how** [**individual rights**](#_bookmark36) **are protected.** |  | SS1, G4.2 |
| Role of citizens and governments in carrying out constitutional principles | | | |
| **1.PC.1.D** | **Give examples of being an active and informed** [**citizen**](#_bookmark12) **in your classroom and community.** |  | SS3, G4.2 |
| Character Traits and Civic Attitudes of Significant Individuals | | | |
| **1.PC.1.E** | **Describe the** [**character traits**](#_bookmark10) **of role models within your community.** |  | SS6, G4.4 |
| Knowledge of the symbols of our state and nation | | | |
| **1.PC.1.F.a** | **Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.** |  | SS2, G2.4 |
|  | **1.PC.1.F.b** | **Recognize and explain the significance of symbols of your local community.** |  | SS2, G2.4 |

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| **Governance Systems** | Processes of governmental systems in decision making | | | |
| **1.GS.2.C** | **Describe how** [**authoritative decisions**](#_bookmark3) **are made, enforced and interpreted within schools and local communities (e.g., explain what rules mean in specific cases).** |  | SS3, G4.3 |
| Functions of governmental systems | | | |
| **1.GS.2.D** | **Describe** [**roles**](#_bookmark66) **and** [**responsibilities**](#_bookmark64) **of people in** government, such as a **judge, mayor, police, city council member, in a community.** |  | SS3, G4.3 |
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| **History** | Historical Perspective/Thinking/Passage of time | | | |
| **1.H.3.B** | **Compare and contrast our community in the past and present (e.g., schools, land usage, communication).** |  | SS2, G4.2 |
| Knowledge of the contributions of significant persons in U.S. history | | | |
| **1.H.3.C** | **Describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc.** |  | SS2, G4.3 |
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| **Economics** | Knowledge of basic economic concepts | | | |
| **1.E.4.A.a** | **Describe examples of** [**scarcity**](#_bookmark69) **within your school and community.** |  | SS4, G4.1 |
| **1.E.4.A.b** | **Describe examples of** [**goods**](#_bookmark29) **and** [**services**](#_bookmark72) **within your school and community.** |  | SS4, G4.1 |
| **1.E.4.A.c** | **Describe** [**consumers**](#_bookmark17) **and** [**producers**](#_bookmark56) **and the relationship to** [**goods**](#_bookmark29) **and** [**services**](#_bookmark72) **within your school and community.** |  | SS4, G4.1 |
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| **Geographical Study** | Reading and constructing maps | | | |
| **1.EG.5.A.a** | **Identify globes as representations of real places.** |  | SS5, G1.1 |
| **1.EG.5.A.b** | **With assistance, read, construct, and use maps which have a title and key.** |  |  |
| **1.EG.5.A.c** | **Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.** |  | SS5, G1.5 |
| **1.EG.5.A.d** | **Use a compass rose to identify cardinal directions.** | D0K | SS5, G1.8 |
| Understanding the concept of location to make predictions and solve problems | | | |
| **1.EG.5.B** | **Locate a place by pointing it out on a map and by describing its** [**relative location**](#_bookmark63) **i.e., description of a location by explaining where the place is in relation to one or more other places.** |  | SS5, G1.6 |
| Understanding the concept of place | | | |
| **1.EG.5.C.a** | **Identify** [**physical characteristics**](#_bookmark50) **of your community, such as climate, topography, relationship to water and ecosystems.** |  | SS5, G1.6 |
| **1.EG.5.C.b** | **Describe** [**human characteristics**](#_bookmark31) **of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.** |  | SS5, G1.6 |
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| **People, Groups, and Cultures** | Cultural characteristics of all people | | | |
| **1.RI.6.A** | **Describe** [**cultural characteristics**](#_bookmark21) **of your school & community including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.** |  | SS6, G2.4 |
| Methods of resolving conflicts | | | |
| **1.RI.6.B** | **Propose peaceful resolutions of disputes in the classroom and on the playground.** |  | SS6, G4.7 |
| Ideas and beliefs of different cultures | | | |
| **1.RI.6.C** | **Recount stories about locations, people, and events in your community.** |  | SS6, G2.3 |
| Cultural heritage and preservation | | | |
| **1.RI.6.D** | **Describe how your community commemorates its** [**cultural heritage.**](#_bookmark22) |  | SS6, G2.4 |
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| **Tools of Social Science Inquiry** | Identify, select, analyze and evaluate resources to create a product of social science inquiry | | | | |
| **1.TS.7.A.a** | **Identify and analyze** [**primary**](#_bookmark54) **and** [**secondary**](#_bookmark70) **sources in classroom discussion with guidance and support.** |  | SS7, G2.7 | |
| **1.TS.7.A.b** | **Identify and use** [**artifacts**](#_bookmark2) **(building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).** |  | SS7, G1.4 | |
| **1.TS.7.B** | **Create visual tools to communicate information.** |  | SS7, G1.8 | |
| Conducting and presenting research with appropriate resources. | | | | |
| **1.TS.7.D** | **Share findings about a topic.** |  | | SS7, G2.1 |
| Developing a research plan and identifying resources. | | | | |
| **1.TS.7.E** | **Ask supporting questions and find answers about a social studies topic, with assistance.** |  | | SS7, G3.1 |

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|  | **Second Grade**  ***Regions***  ***In Grade 2 students engage in the study of Geography as it relates to the cultural, economic, and political characteristics of the regions of both Missouri and the United States. This approach supports in-depth inquiry through the examination and evaluation of multiple sources and allows students to explore various regions through the disciplines of history, civics, and economics. The study of geography requires that students generate and research compelling questions such as:*** | | | |
| Potential Inquiry Questions or Units of Study | ***What does it mean to act as a responsible citizen in our community and nation?*** | | | |
| GLE’s: PC.1.B.a, PC.1.D.a, PC.1.D.b, PC.1.E, PC.1.F.a, PC.1.F.b, H.3.C, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E.a, TS.7.E.b TS 7.E.c | | | |
| ***What are some inventions that helped change the way people live?*** | | | |
| GLE’s: H.3.A, H.3.C, E.4.A.a, EG.5.E.a, EG.5.E.b, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E.a, TS.7.E.b | | | |
| ***What are the responsibilities of government leaders?*** | | | |
| GLE’s: PC.1.B.a, GS.C, GS.D, EG.5.A.a, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E.a, TS.7.E.b | | | |
| ***How have the lives of Native Americans changed over time?*** | | | |
| GLE’s: H.3.B, E.4.A.c, EG.5.A.a, RI.6.C, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E.a, TS.7.E.b | | | |
| ***How do we describe our region?*** | | | |
| GLE’s: EG.5.A.b, EG.5.B.a, EG.5.B.b, EG.5.C.a, EG.5.C.c, EG.5.E.b, EG.5.F.a, EG.5.F.b, EG.5.F.c, EG.5.G, RI.6.A, RI.6.C, RI.6.D, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E.a, TS.7.E.b | | | |
| ***How are community wants and needs met?*** | | | |
| E.4.A.a, E.4.A.b, E.4.A.c, E.4.A.d, E.4.B, EG.5.F.a, EG.5.F.b, EG.5.G, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E.a, TS.7.E.b | | | |
| **Documents shaping constitutional democracy** | Purposes and principles of the Constitution | | | |
| **2. PC. 1.B.a** | **Explain and give examples of how** [**laws**](#_bookmark38) **and rules are made and changed within the community.** |  | SS1, G4.3 |
| **2.PC.1.C** | **Examine how individual rights are protected within a community.** |  | SS1, G4 |
| Role of citizens and governments in carrying out constitutional principles | | | |
| **2.PC.1.D.a** | **Analyze how being an active and informed** [**citizen**](#_bookmark12) **makes a difference in your community.** |  | SS6, G4 |
| **2.PC.1.D.b** | **List the consequences of** [**citizens**](#_bookmark12) **not actively participating.** |  | SS6, G4 |

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| **Documents shaping constitutional democracy** | Character Traits and Civic Attitudes of Significant Individuals | | | |
| **2.PC.1.E** | **Describe the** [**character traits**](#_bookmark10) **and** [**civic attitudes**](#_bookmark13) **of inventors or pioneers in their field who influenced progress in the nation.** |  | SS6, G4 |
| Knowledge of the symbols of our state and nation | | | |
| **2.PC.1.F.a** | **Describe the importance of the Pledge of Allegiance.** |  | SS2, G1.9 |
| **2.PC.1.F.b** | **Recognize and explain the significance of the following** [**symbols**](#_bookmark74) **including the White House, U.S. Capitol, and the Supreme Court and national landmarks, such as Mount Rushmore, national parks, the Alamo, important memorials, etc.** |  | SS2, G1.9 |
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| **Governance Systems** | Processes of governmental systems in decision making | | | |
| **2.GS.2.C** | **Distinguish the** [**responsibilities**](#_bookmark64) **and powers of government officials at various levels and branches of government in** [**authoritative decision**](#_bookmark3) **making.** |  | SS3, G4 |
| Functions of governmental systems | | | |
| **2.GS.2.D** | **Identify and explain the functions of the** [**three branches of government.**](#_bookmark8) |  | SS1, G4 |
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| **History** | Understand the movement of people from many regions of the world to North America | | | |
| **2.H.3.A** | **Compare the culture and people in our community across multiple time periods.** |  | SS2, G1.6 |
| Historical Perspective/Thinking/Passage of time | | | |
| **2.H.3.B** | **Compare and contrast the habitats, resources, art and daily lives of native American peoples in** [**regions**](#_bookmark62) **of the US and Missouri, past and present.** |  | SS2, G1.9 |
| Knowledge of the contributions of significant persons in U.S. history | | | |
| **2.H.3.C** | **Describe the** [**contributions**](#_bookmark19) **of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.).** |  | SS2, G2 |
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| **Economics** | Knowledge of basic economic concepts | | | |
| **2.E.4.A.a** | **Describe** [**consumption**](#_bookmark18) **and** [**production**](#_bookmark57) **and the relationship to** [**goods**](#_bookmark29) **and** [**services**](#_bookmark72) **, within your region.** |  | SS4, G4.1 |
| **2.E.4.A.b** | **Demonstrate how people use** [**money**](#_bookmark45) **to buy and sell** [**goods**](#_bookmark29) **and** [**services.**](#_bookmark72) |  | SS4, G4.1 |
| **2.E.4.A.c** | **Demonstrate how people** [**barter**](#_bookmark5) **to exchange** [**goods**](#_bookmark29) **and** [**services.**](#_bookmark72) |  | SS4, G4.1 |
| **2.E.4.A.d** | **Explain the relationship of** [**income,**](#_bookmark34)[**labor,**](#_bookmark37) **and** [**wages.**](#_bookmark80) |  | SS4, G4.1 |
| Understanding the consequences of economic decisions | | | |
| **2.E.4.B** | **Describe a personal** [**cost-benefit analysis.**](#_bookmark20) |  | SS4, G1.10 |
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| **Geographical Study** | Reading and constructing maps | | | |
| **2.EG.5.A.a** | **Read and construct maps with title and key (regions of state, United States, world).** |  | SS5, G1.5 |
| **2.EG.5.A.b** | **Identify the properties and use of different types of maps for a variety of purposes.** |  | SS5, G1.8 |
| Understanding the concept of location to make predictions and solve problems | | | |
| **2.EG.5.B.a** | **Name and locate** [**regions**](#_bookmark62) **of the world (continents, oceans, hemispheres, etc.).** |  | SS5, G1.6 |
| **2.EG.5.B.b** | **Name and locate the** [**regions**](#_bookmark62) **in your community (county, township, significant historical landmarks etc.).** |  | SS5, G1.6 |
| Understanding the concept of place | | | |
| **2.EG.5.C.a** | **Identify and describe** [**physical characteristics**](#_bookmark50) **in the world (landforms, water bodies, etc.).** |  | SS5, G1.6 |
| **2.EG.5.C.b** | **Identify and describe** [**physical characteristics**](#_bookmark50) **of the students region of Missouri, such as climate, topography, relationship to water and ecosystems.** |  | SS5, G1.6 |
| **2.EG.5.C.c** | **Describe** [**human characteristics**](#_bookmark31) **of the student’s region (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.).** |  | SS5, G1.6 |
| Understanding relationships between and among places | | | |
| **2.EG.5.E.a** | **Describe different types of communication and transportation and identify their advantages and disadvantages.** |  | SS5, G4.1 |
| **2.EG.5.E.b** | **Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.** |  | SS5, G4.1 |
| Understanding relationships between and among regions | | | |
| **2.EG.5.F.a** | **Define** [**regions**](#_bookmark62) **(e.g., as** [**places**](#_bookmark51) **that have some unifying characteristic—political, climatic, language, physical, etc.).** |  | SS5, G1.8 |

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|  | **2.EG.5.F.b** | **Identify examples of different** [**regions**](#_bookmark62) **(e.g., urban, rural, recreational area, wheat-producing region, business district).** |  | SS5, G1.9 |
| **2.EG.5.F.c** | **Describe why people of different groups settle more in one** [**place**](#_bookmark51) **or** [**region**](#_bookmark62) **than another.** |  | SS5, G1.9 |
| Using geography to interpret, explain and predict | | | |
| **2.EG.5.G** | **Explain how geography affects the way people live today.** |  | SS5, G1.6 |
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| **People, Groups, and Cultures** | Cultural characteristics of all people | | | |
| **2.RI.6.A** | **Compare the** [**cultural characteristics**](#_bookmark21) **of** [**regions**](#_bookmark62) **in the state including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.** |  | SS6, G1.6 |
| Methods of resolving conflicts | | | |
| **2.RI.6.B** | **Demonstrate a peaceful resolution to a dispute.** |  | SS6, G4.7 |
| Ideas and beliefs of different cultures | | | |
| **2.RI.6.C** | **Recall stories and songs that reflect the cultural history of various** [**regions**](#_bookmark62) **in the United States, including stories of regional folk figures, Native American legends, and African American folktales.** |  | SS6, G1.5 |
| Cultural heritage and preservation | | | |
| **2.RI.6.D** | **Describe how** [**regions**](#_bookmark62) **commemorate** [**cultural heritage.**](#_bookmark22) |  | SS6, G1.9 |
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| **Tools of Social Science Inquiry** | Identify, select, analyze and evaluate resources to create a product of social science inquiry | | | |
| **2.TS.7.A.a** | **Identify and analyze** [**primary**](#_bookmark54) **and** [**secondary**](#_bookmark70) **sources in classroom discussion with guidance and support.** |  | SS7, G1.5 |
| **2.TS.7.A.b** | **Select and use** [**artifacts**](#_bookmark2) **(building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).** |  | SS7, G1.9 |
| **2.TS 7.B** | **Create visual tools to communicate information** |  | SS7, G1.8 |
| **2.**Conducting and presenting research with appropriate resources | | | |
| **2.TS.7.D** | **Share research about a topic.** |  | SS7, G2.1 |
| Developing a research plan and identifying resources | | | |
| **2.TS.7.E.a** | **Develop supporting questions and find answers about a social studies topic, with assistance.** |  | SS7, G3.1 |
| **2.TS 7.E.b** | **Describe a process to answer supporting questions about a social studies topic.** |  | SS7, G1.1 |
| **2.TS.7.E.c** | **Discuss types of sources that would be helpful in exploring social studies questions.** |  | SS7, G1.7 |

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|  | **Third Grade**  ***Missouri Past and Present (1600-present)***  ***In third grade, students will engage in a yearlong study of our state of Missouri. They will analyze the impact of geography, economics, and governmental structures to study both the history and contemporary society of Missouri. The study of Missouri requires that students generate and research compelling questions. Such questions may include:*** | | | |
| Potential Inquiry Questions or Units of Study | ***How has Missouri changed over time?*** | | | |
| GLE’s: GS.B, GS.C, H.A a, , H.A b, H.A c, H.3B.a,H.3B.b H.3.C.a, H3.C.b, H.3.F.a, H.3.F.b, H.3.F.c, H.3G.a, H.3.G.b, H.3.G.c, E.4.D, EG.5.A,EG.5.B.a, EG.5.B. b, EG.5.C.a, EG.5.C.b, EG.5.D, EG.5.E, EG.5.G, RI.6.C, RI.6.D, RI.6.E, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E.a, TS.7.E.b | | | |
| ***How is Missouri similar to and different from other states?*** | | | |
| GLE’s: PC.1.B.a, PC.1.B.b, PC.1.B.c, PC.1.D, PC.1.E, PC.1.F.a, PC.1.F.b, GS.A, GS.D, H.A, H.3.C.a, H.3.F.a, H.3.F.c,  H.3.G.a, E.4.D, EG.5.A, EG.5.B. a, EG.5.C.a, EG.5.C.b, EG.5.F, EG.5.G, RI.6.A, RI.6.C, RI.6.D, TS.7.A .a, TS.7.A.b, TS.7.D, TS.7.E.a, TS.7.E.b | | | |
| ***How has Missouri impacted the nation?*** | | | |
| GLE’s: PC.1.E, PC.1.F.b, H.3.C.a, H.3.C.b, H.E, H.3.F.a, H.3.F.b, H.3.F.c, H.3.G.a, EG.5.A, EG.5.B.a, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E.a, TS.7.E.b | | | |
| ***How are governmental decisions made at the state level?*** | | | |
| GLE’s: PC.1.B.a, PC.1.B.b, PC.1.B.c, PC.1.D, GS.A, GS.B, GS.C, GS.D, H.E, E.4.A.a, E.4.A.b, E.4.A. c, E.4.B, E.4.C.a, E.4.C.b, E.4.D, RI.6.B, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E.a, TS.7.E.b | | | |
| ***How do Missouri’s resources support the state and national economy?*** | | | |
| GLE’s: GS.C, E.4.A.a, E.4.A.b, E.4.A.c, E.4.B, E.4.C.a, E.4.C.b, E.4.D, EG.5.A, EG.5.C.a, EG.5.C.b, EG.5.D , EG.5.E, EG.5.G, TS.7.A.a, TS.7.A.b, TS.7.D, TS.7.E.a, TS.7.E.b | | | |
| **Documents shaping constitutional democracy** | Purposes and principles of the Constitution | | | |
| **3.PC.1.B.a** | **Explain and give examples of how** [**laws**](#_bookmark38) **are made and changed within the state.** |  | SS3, G4.7 |
| **3.PC.1.B.b** | **Explain the major purposes of the Missouri Constitution** |  | SS1, G4 |
| **3.PC.1.B.c** | **Examine how individual rights are protected in our state** |  | SS1, G4 |

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| **Documents shaping constitutional democracy** | | Role of citizens and governments in carrying out constitutional principles | | | | |
| **3.PC.1.D** | | **Explain how the State of Missouri relies on responsible participation and draw implications for how people should participate.** |  | SS1, G4.3 |
| Character Traits and Civic Attitudes of Significant Individuals | | | | |
| **3.PC.1.E** | | **Describe the** [**character traits**](#_bookmark10) **and** [**civic attitudes**](#_bookmark13) **of influential Missourians.** |  | SS1, G4.3 |
| Knowledge of the symbols of our state and nation | | | | |
| **3.PC.1.F.a** | | **Explain how the National Anthem symbolizes our nation.** |  | SS1, G2.4 |
| **3.PC.1.F.b** | | **Recognize and explain the significance of Missouri** [**symbols,**](#_bookmark74) **such as the Gateway Arch, Official state symbols, etc.** |  | SS1, G2.4 |
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| **Governance Systems** | | Purposes and roles of government | | | | |
| **3.GS.A** | | **Explain how governments balance** [**individual rights**](#_bookmark36) **with** [**common good**](#_bookmark14) **to solve local community or state issues.** |  | SS3, G4.3 |
| Dispute Resolution | | | | |
| **3.GS.B** | | **Analyze peaceful resolution of disputes by the courts, or other** [**legitimate authorities**](#_bookmark39) **in Missouri.** |  | SS3, G3.4 |
| Processes of governmental systems in decision making | | | | |
| **3.GS.C** | | **Describe how** [**authoritative decisions**](#_bookmark3) **are made, enforced and interpreted by the state government across historical time periods and/or current events.** |  | SS3, G3.4 |
| Functions of governmental systems | | | | |
| **3.GS.D** | | **Identify and explain the functions of the** [**three branches of government**](#_bookmark8) **in the state government.** |  | SS1, G4 |
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| **History** | Understand the movement of people from many regions of the world to North America | | | | | |
| **3.H.3.A.a** | | | **Describe the migration of native Americans to Missouri prior to European settlement in the state.** |  | SS2, G1.9 |
| **3.H.3.A.b** | | | **Describe the discovery, exploration and early settlement of Missouri by European immigrants.** |  | SS2, G1.9 |
| **3.H.3.A.c** | | | **Describe the reasons African peoples were enslaved and brought to the Missouri.** |  | SS2, G1.9 |
| Historical Perspective/Thinking/Passage of time | | | | | |
| **3.H.3.B.a** | | | **Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved Africans in Missouri.** |  | SS2, G3.4 |
| **3.H.3.B.b** | | | **Examine cultural interactions and conflicts among Missourians after the Civil War.** |  | SS2, G3.4 |
| **History** | Knowledge of the contributions of significant persons in U.S. history | | | | | |
| **3.H.3.C.3.a** | | **Identify and describe the significance of the** [**individuals from Missouri who have made contributions to**](#_bookmark35)[**our state and national heritage**](#_bookmark35) **(e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).** | |  | SS2, G4.3 |

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| **History** | Political Developments and Reform Movements in the U.S. | | | |
| **3.H.3.E** | **Explain the causes and consequences of the Dred Scott decision on the nation.** |  | SS2, G3.6 |
| Westward Expansion and settlement in the U.S. | | | |
| **3.H.3.F.a** | **Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.** |  | SS2, G1.7 |
| **3.H.3.F.b** | **Evaluate the impact of westward expansion on the Native Americans in Missouri.** |  | SS2, G3.6 |
| **3.H.3.F.c** | **Discuss issues of Missouri statehood**. |  | SS2, G3.6 |
| Understanding the causes and consequences of the Civil War | | | |
| **3.H.3.G.a** | **Explain Missouri’s role in the Civil War including the concept of a** [**border state**](#_bookmark7)**.** |  | SS2, G3.6 |
| **3.H.3.G.c** | **Describe the changes in Missouri since the Civil War in education, transportation and communication.** |  | SS2, G3.8 |
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| **Economics** | Knowledge of basic economic concepts | | | |
| **3.E.4.A.3.a** | **Compare and contrast** [**private**](#_bookmark55) **and** [**public goods**](#_bookmark60) **and services.** |  | SS4, G4.1 |
| **3.E.4.A.3.b** | **Define** [**natural,**](#_bookmark46)[**capital**](#_bookmark9) **and** [**human resources.**](#_bookmark32) |  | SS4, G4.1 |
| **3.E.4.A.3.c** | **Define** [**economy.**](#_bookmark25) |  | SS4, G4.1 |
| **3.E.4.A.3.d** | **Explain supply and demand.** |  | SS4, G4.1 |
| Understanding the consequences of economic decisions | | | |
| **3.E.4.B.3** | **Conduct a personal** [**cost-benefit analysis.**](#_bookmark20) |  | SS4, G1 |
| Understanding various types of taxes and their purposes | | | |
| **3.E.4.C.3.a** | **Define** [**taxes**](#_bookmark76) **and explain sources of** [**tax generation.**](#_bookmark75) |  | SS4, G3.7  G3.7 |
| **3.E.4.C.3.b** | **List how tax monies are used, who benefits from** [**tax-supported services,**](#_bookmark77) **and who pays for these** [**services.**](#_bookmark72) |  | SS4, G3.7 |
|  | Factors that influence the economy | | | |

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| **Economics** | **3.E.4.D** | **Explain factors, past and present, that influence changes in our state’s** [**economy**](#_bookmark25) **(technology, movement of people, resources, etc.).** | |  | SS4, G1.9 |
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| **Geographical Study** | Reading and constructing maps | | | | |
| **3.EG.5.A** | **Read and construct historical and current maps** | |  | SS5, G1.5 |
| Understanding the concept of location to make predictions and solve problems | | | | |
| **3.EG.5.B.a** | **Name and locate major cities, rivers,** [**regions,**](#_bookmark62) **&** [**border states**](#_bookmark7) **of Missouri.** | |  | SS5, G2.7 |
| **3.EG.5.B.b** | **Describe and use** [**absolute location**](#_bookmark0) **using a** [**grid system.**](#_bookmark30) | |  | SS5, G2.7 |
| Understanding the concept of place | | | | |
| **3.EG.5.C.a** | **Identify and compare** [**physical characteristics**](#_bookmark50) **of Missouri, such as climate, topography, relationship to water and ecosystems.** | |  | SS5, G3.5 |
| **3.EG.5.C.b** | **Describe** [**human characteristics**](#_bookmark31) **of Missouri such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.** | |  | SS5, G3.5 |
| Relationships within places (Human-Environment Interactions) | | | | |
| **3.EG.5.D** | **Describe how people of Missouri are affected by, depend on, adapt to and change their physical** [**environments**](#_bookmark26)  **in the past and in the present.** | |  | SS5, G3.5 |
| Understanding relationships between and among places | | | | |
| **3.EG.5.E** | **Describe how changes in communication and transportation technologies affect people’s lives.** | |  | SS5, G3.5 |
| Understanding relationships between and among regions | | | | |
| **3.E.G.5.F.a** | **Identify regions in Missouri.** | |  | SS5, G1.6 |
| **3.EG.5.F.b** | **Compare** [**regions**](#_bookmark62)  **in Missouri. (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).** | |  | SS5, G1.1 |
| Using geography to interpret, explain and predict | | | | |
| **3.EG.5.G** | **Explain how geography affected important events in Missouri history.** | |  | SS5, G3.1 |
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|  | Cultural characteristics of all people | | | | |
| **3.RI.6.A** | **Compare the** [**cultural characteristics**](#_bookmark21) **of Missouri with other states in the nation including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.** |  | | SS5, G3.5 |
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| **People, Groups, and Cultures** | **3.RI.6.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).** | |  | SS6, G3.7 |
| Ideas and beliefs of different cultures | | | | | |
| **3.RI.6.C** | | **Research stories and songs that reflect the cultural history of Missouri.** | |  | SS6, G2.3 |
| Cultural heritage and preservation | | | | | |
| **3.RI.6.D** | | **Describe how people in Missouri preserve their** [**cultural heritage**](#_bookmark22) **through museums, state parks, state symbols, festivals etc.** | |  | SS6, G1.9 |
| Changing societal roles and status of various groups | | | | | |
| **3.RI.6.E** | | **Examine the changing** [**roles**](#_bookmark66) **of Native Americans, Immigrants. African Americans, women and others in Missouri history.** | |  | SS6, G2.3 |
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| **Tools of Social Science Inquiry** | Identify, select, analyze and evaluate resources to create a product of social science inquiry | | | | | |
| **3.TS.7.A.a** | | **Identify, select, and analyze** [**primary**](#_bookmark54) **and** [**secondary**](#_bookmark70) **sources to determine importance with guidance and support.** | |  | SS7, G1.5 |
| **3.TS.7.A.b** | | **Create and use** [**artifacts**](#_bookmark2) **such as building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments to share information on a social studies topic.** | |  | SS7, G2.5 |
| Use visual tools to communicate information and ideas. | | | | | |
| **3.TS.7.B** | | **With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.** | |  | SS7, G1.5 |
| Understanding and supporting fact, opinion, bias and point of view in sources | | | | | |
| **3.TS.7.C.a** | **Identify facts and opinions in social studies topics.** | |  | | SS7, G1.7 |
| **3.TS.7.C.b** | **Identify point of view in social studies topics.** | |  | | SS7, G1.7 |
| Conducting and presenting research with appropriate resources. | | | | | |
| **3.TS.7.D** | **Conduct and present Social studies research to an audience using appropriate sources.** | |  | | SS7, G1.8 |
| Developing a research plan and identifying resources | | | | | |
| **3.TS.7.E.a** | | **Generate supporting questions about Social Studies topics.** | |  | SS7, G1.1 |
| **3.TS.7.E.b** | | **Use steps in a process to investigate a social studies’ question**. | |  | SS7, G1 |
|  | **3.TS.7.E.c** | | **Use appropriate sources to investigate social studies’ questions.** | |  | SS7, G1.3 |
| Conducting and presenting research with appropriate resources | | | | | |
| **3.TS.7.F** | | **Investigate an appropriate social studies’ question and share results with assistance, if needed.** | |  | SS7, G1 |

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|  | **Fourth Grade**  ***Our Nation (Up to1799)***  ***In Grade 4, students engage in the study of events early in United States history ranging from indigenous peoples here prior to colonization through the American Revolution. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives. The survey of early American history requires that students generate and research compelling questions such as:*** | | | |
| **Potential Inquiry Questions or Units of Study** | ***Why do people migrate from one place to another?*** | | | |
| GLE’s: H.3.A.a, H.3.A.b, H.3.B, E.4.A.a, E.4.A.b, E.4.A.c, E.D, EG.5.A, EG.5.B, EG.5.C.a, EG.5.C.b, EG.5.D, EG.5.E,  EG.5.F, EG.5.G, RI.6.A, RI.6.C, RI.6.D, RI.6.E, TS.7.A.b, TS.7.B.a, TS.7.B.b, TS.7.E.a  *This unit of study could potentially include a full research project*: TS.7.D, TS.7.E.b, TS.7.E.c | | | |
| ***What factors influence conflict past and present?*** | | | |
| GLE’s: PC.1.A, PC.1.B.a, PC.1.B.c, PC.1.C.a, PC.1.C.b, PC.1.D, PC.1.E, PC.1.F, GS.A, GS.B, H.3.B, E.A.a, E.A.b,  E.4.A.c, E.C, E.D, EG.5.B, RI.6.B, RI.6.E, TS.7.A.b, TS.7.B.a, TS.7.B.b, TS.7.E.a  *This unit of study could potentially include a full research project*: TS.7.D, TS.7.E.b, TS.7.E.c | | | |
| ***How did the founders balance freedom with rule of law?*** | | | |
| GLE’s: PC.1.A, PC.1.B.a, PC.1.B.b, PC.1.B.c, PC.1.C.a, PC.1.C.b, PC.1.D, PC.1.E, PC.1.F, GS.A, GS.B. 4, GS.C, GS.D,  H.3.C, H.3.D, H.3.D.E, E.C, RI.6.B, TS.7.A.a, TS.7.A.b, TS.7.B.a, TS.7.B.b, TS.7.E.a  *This unit of study could potentially include a full research project*: TS.7.D, TS.7.E.b, TS.7.E.c | | | |
| **Documents shaping constitutional democracy** | Purposes and principles of the Declaration of Independence | | | |
| **4.PC.1.A.4** | **With assistance, research and analyze the text of the Declaration of Independence to determine important principles that it contains, including** [**inalienable rights,**](#_bookmark33) **government by** [**consent of the**](#_bookmark15)[**governed,**](#_bookmark15) **and the** [**redress of grievances.**](#_bookmark61) |  | SS1, G4.1 |
| Purposes and principles of the Constitution | | | |
| **4.PC.1.B.4.b** | **Explain the major purpose of the Constitution.** |  | SS1, G4.1 |
| **4.PC.1.B.4.c** | **With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty**~~.~~ |  | SS1, G4.1 |

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| **Documents shaping constitutional democracy** | Purposes and principles of the Bill of Rights | | | |
| **4.PC.1.C.a** | **Explain the major purpose of the Bill of Rights.** |  | SS1, G4.1 |
| **4.PC.1.C.b** | **Identify important principles in the Bill of Rights, such as** [**basic rights and freedoms**](#_bookmark6) **(for rights listed, see Amendments 1-8; for** [**rights**](#_bookmark65) **not listed, see Amendment 9).** |  | SS1, G4.1 |
| Role of citizens and governments in carrying out constitutional principles | | | |
| **4.PC.1.D** | **Examine ways by which** [**citizens**](#_bookmark12) **have effectively voiced opinions, monitored government, and brought about change both past and present.** |  | SS1, G4.3 |
| Character Traits and Civic Attitudes of Significant Individuals | | | |
| **4.PC.1.E** | **Describe the** [**character traits**](#_bookmark10) **and** [**civic attitudes**](#_bookmark13) **of significant individuals prior to c. 1800.** |  | SS1, G4.3 |
| Knowledge of the symbols of our state and nation | | | |
| **4.PC.1.F** | **Recognize and explain the significance of national** [**symbols**](#_bookmark74) **associated with historical events and time periods being studied.** |  | SS1, G1.5 |
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| **Governance Systems** | Purposes and roles of government | | | |
| **4.GS.2A** | **Explain how the purpose and role of government have been debated since early settlement to c. 1800.** |  | SS3, G4.1 |
| Dispute Resolution | | | |
| **4.GS.2.B** | **Analyze peaceful resolution of disputes by courts or other** [**legitimate authorities**](#_bookmark39) **in U.S. history from early settlement to the colonial period.** |  | SS3, G3.4 |
| Processes of governmental systems in decision making | | | |
| **4.GS.2.C** | **Explain how** [**authoritative decisions**](#_bookmark3) **are made, enforced and interpreted by the federal government across historical time periods and/or in current events.** |  | SS3, G3.4 |
| Functions of governmental systems | | | |
| **4.GS.2.D** | **Identify and explain the functions of the** [**three branches of government**](#_bookmark8) **in the federal government.** |  | SS3, G4 |
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| **History** | Understand the movement of people from many regions of the world to North America | | | |
| **4.H.3.A.a** | **Describe the migrations of native Americans prior to 1800.** |  | SS2, G1.9 |
| **4.H.3.A.b** | **Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.** |  | SS2, G1.9 |
| **4.H.3.A.c** | **Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.** |  | SS2, G1.9 |
| Historical Perspective/Thinking/Passage of time | | | |
| **4.H.3.B** | **Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.** |  | SS2, G3.4 |
| Knowledge of the contributions of significant persons in U.S. history | | | |
| **4.H.3.C** | **Identify and describe the** [**contributions**](#_bookmark19) **of significant individuals to America and to the United States prior to 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).** |  | SS2, G4.3 |
| Perspectives on the American Revolution | | | |
| **4.H.3.D.a** | **Explain the causes of American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.** |  | SS2, G3.6 |
| **4.H.3.D.b.** | **Explain the factors that contributed to the colonists’ success.** |  | SS2, G4.1 |
| Political Developments and Reform Movements in the U.S**.** | | | |
| **4.H.3.E.a** | **Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.** |  | SS2, G4.1 |
| **4.H.3.E.b** | **Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.** |  | SS2, G4 |
| Westward Expansion and Settlement in the US | | | |
| **4.H.3.F** | **Investigate the causes and consequences of westward expansion prior to 1800. (e.g. Northwest Territory, the Southwest Territory as well as territory which eventually becomes Mississippi, Kentucky and Alabama)** |  | SS2, G3.6 |
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| **Economics** | Knowledge of basic economic concepts | | | |
| **4.E.4.A.a** | **Compare and contrast** [**saving**](#_bookmark68) **and** [**financial investment.**](#_bookmark28) |  | SS4, G4.1 |
| **4.E.4.A.b** | **Explain the relationship of** [**profit**](#_bookmark58) **and** [**loss**](#_bookmark41) **in economic decisions.** |  | SS4, G4.1 |
| **4.E.4.A.c** | **Distinguish among natural, capital and human resources.** |  | SS4, G3.8 |
| Understanding the consequences of economic decisions | | | |
| **4.E.4.B** | **Conduct a public cost- benefit analysis.** |  | SS4, G3.8 |
| Understanding various types of taxes and their purposes | | | |
| **4.E.4.C** | **Explain how the government utilizes** [**taxes**](#_bookmark76) **to provide** [**goods**](#_bookmark29) **and** [**services.**](#_bookmark72) |  | SS4, G4.7 |
| **Factors that influence the economy** | | | |
| **4.E.4.D** | **Explain the factors, past and present, that influence changes in regional economies (e.g. technology, movement of people, resources, etc.).** |  | SS4, G1.9 |

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| **Geographical Study** | Reading and constructing maps | | | |
| **4.EG.5.A** | **Construct and interpret historical and current maps** |  | SS5, G1.5 |
| Understanding the concept of location to make predictions and solve problems | | | |
| **4.EG.5.B** | **Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.** |  | SS5, G2.7 |
| Understanding the concept of place | | | |
| **4.EG.5.C.a** | **Identify and compare** [**physical characteristics**](#_bookmark50) **of specific** [**regions**](#_bookmark62) **within the nation, such as climate, topography, relationship to water and ecosystems.** |  | SS5, G3.5 |
| **4.EG.5.C.b** | **Identify and compare diverse** [**human characteristics**](#_bookmark31) **of the nation, such as people’s education, language, economies, religions, settlement patterns, ethnic background and political system.** |  | SS5, G3.5 |
| Relationships within places (Human-Environment Interactions) | | | |
| **4.EG.5.D** | **Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.** |  | SS5, G3.5 |
| Understanding relationships between and among places | | | |
| **4.EG.5.E** | **Analyze how changes in communication and transportation technologies affect people’s lives.** |  | SS5, G3.5 |
| Understanding relationships between and among regions | | | |
| **4.EG.5.F** | **Identify different kinds of** [**regions**](#_bookmark62) **in the United States and analyze how their characteristics affect people who live there. (history,** [**economy,**](#_bookmark25) **governance, society, and today’s culture).** |  | SS5, G1.6 |
| Using geography to interpret, explain and predict | | | |
| **4.EG.5.G** | **Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed (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).** |  | SS5, G3.1 |
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| **People, Groups, and Cultures** | Cultural characteristics of all people | | | |
| **4.RI.6.A** | **Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800 such as language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.** |  | SS6, G3.5 |
| Methods of resolving conflicts | | | |
| **4.RI.6.B** | **Apply constructive processes or methods for resolving conflicts.** |  | SS6, G3.3 |
| Ideas and beliefs of different cultures | | | |
| **4.RI.6.C** | **Research stories and songs that reflect the cultural history of the United States prior to c. 1800** |  | SS6, G2.3 |
| Cultural heritage and preservation | | | |
| **4.RI.6.D** | **Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time. illustrative examples** |  | SS6, G2.3 |
| Changing societal roles and status of various groups | | | |
| **4.RI.6.E** | **Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations prior to c. 1800.** |  | SS6, G2.3 |
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| **Tools of Social Science Inquiry** | Identify, select, analyze and evaluate resources to create a product of social science inquiry | | | |
| **4.TS.7.A.a** | **Select, analyze, and evaluate primary and secondary social studies sources with guidance and support.** |  | SS7, G1.5 |
| **4.TS.7.A.b** | **Analyze and use artifacts to share information on social studies topics. (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).** |  | SS7, G2.5 |
| Use visual tools to communicate information and ideas | | | |
| **4.TS.7.B.a** | **Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.** |  | SS7, G1.5 |
| **4.**TS.7.B.b | **Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.** |  | SS7, G2.5 |
| Understanding and supporting fact, opinion, bias and point of view in sources | | | |
| **4.**TS.7.C | **Distinguish between fact and opinion and recognize bias and point of view in social studies topics**. |  | SS7, G1.7 |
| Conducting and presenting research with appropriate resources | | | |
| **4.TS.7.D** | **With assistance, conduct and present social studies research to an audience using appropriate sources.** |  | SS7, G1.8 |
| Developing a research plan and identifying resources | | | |
| **4.TS.7.E.a** | **Generate compelling research questions about a social studies’ topic.** |  | SS7, G1.1 |
|  | **4.TS.7.E.b** | **Apply a research process to a compelling social studies’ question** |  | SS7, G1.3 |
| **4.TS.7.E.c** | **Identify and use appropriate resources for investigating compelling social studies questions.** |  | SS7, G1.3 |
| Conducting and presenting research with appropriate resources | | | |
| **4.TS.7.F** | **Research an appropriate social studies’ question and share results with an audience.** |  | SS7, G1.10 |

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|  | **Fifth Grade**  ***Our Nation (1800 – 2000)***  ***In fifth grade, students engage in the study of events, documents, movements, and people emphasizing the time period between 1800 and 2000 in America with a focus on inquiry into the continuing development of the United States as a nation. This survey of U.S. History between 1800 and 2000 requires that students generate and research compelling questions such as:*** |
| **Potential Inquiry Questions or Units of Study** | ***What were the costs and the benefits of territorial expansion?*** |
| GLE’s: PC.1.E, PC.1.F, GS.A, GS.B, GS.C, GS.D, H.3.A, H.3.B, H.3.C, H.3.F, E.4.A, E.4.D, EG.5A.a, EG.5A.b,  EG.55.B.a, EG.55.B.b, EG.5C.a, EG.5C.b, EG.5D, EG.5E, EG.5F, EG.5G, RI.6.A, RI.6.D, RI.6.E, TS.7.A. 5.a, TS.7.A.b, TS.7.B.a, TS.7.B.b, TS.7.E.a  *This unit of study could potentially include a full research project*: TS.7C.a, TS.7.C.b, TS.7.D, TS.7.E.b, TS.7.E.c, TS.7.G. |
| ***How did wars change the United States?*** |
| GLE’s: PC.1.A, PC.1.B, PC.1.D, PC.1.E, PC.1.F, GS.A, GS.B, GS.C, GS.D, H.3.B, H.3.C, H.3.E, H.3.G, E.4.A,  E.4.D, EG.5A.a, EG.5A.b, EG.5B.a, EG.5B.b, EG.5C.a, EG.5C.b, EG.5D, EG.5E, EG.5F, EG.5G, RI.6 .A, RI.6.D, RI.6.E, TS.7.A.a, TS.7.A.b, TS.7.B.a, TS.7.B.b, TS.7.E.a  *This unit of study could potentially include a full research project*: TS.7C.a, TS.7.C.b, TS.7.D, TS.7.E.b, TS.7.E.c, TS.7.G. |
| ***How have economic, political, and social rights of individuals and groups changed over time in the United States?*** |
| GLE’s: PC.1.A, PC.1.B, PC.1.D, PC.1.E, GS.A, GS.B, GS.C, GS.D, H.3.B, H.3.C, H.3.E, H.3.G, H.3.H, E.4.A, E.4.D, EG.5C.b, RI.6.A.a, RI.6.A.b RI.6.E, TS.7.A.a, TS.7.A.b, TS.7.B.a, TS.7.B.b, TS.7.E.a  *This unit of study could potentially include a full research project*: TS.7C.a, TS.7.C.b, TS.7.D, TS.7.E.b, TS.7.E.c, TS.7.G. |
| ***How did the United States’ role in the world change between c. 1800 – 2000?*** |
| GLE’s: PC.1.D, PC.1.E, PC.1.F, GS.A, H.3.A, H.3.B, H.3.C, H.3.E, H.3.I, E.4.A, E.4.D, EG.5B.a, EG.5B.b, EG.5C.b, EG.5E, RI.6.A, RI.6.D, RI.6.E, TS.7.A.a, TS.7.A.b, TS.7.B.a, TS.7.B.b, TS.7.E.a  *This unit of study could potentially include a full research project*: TS.7C.a, TS.7.C.b, TS.7.D, TS.7.E.b, TS.7.E.c, TS.7.G. |
| ***How have economic factors influenced change in the United States?*** |
| GLE”s: PC.1.A, PC.1.B, PC.1.D, PC.1.E, GS.A, GS.B, GS.C, H.3.A, H.3.B, H.3.C, H.3.E, H.3.F, H.3.G, H.3.H, H.3.I,  E.4.A, E.4.D, EG.5A.a, EG.5C.b, EG.5D, EG.5E, EG.5F, EG.5G, RI.6.E, TS.7.A.a, TS.7.A.b, TS.7.B. a, TS.7.B.b, TS.7.E.a  *This unit of study could potentially include a full research project*: TS.7C.a, TS.7.C.b, TS.7.D, TS.7.E.b, TS.7.E.c, TS.7.G. |

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| **Documents shaping constitutional democracy** | Purposes and principles of the Declaration of Independence | | | |
| **5.PC.1.A** | **Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.** |  | SS1, G4.5 |
| Purposes and principles of the Constitution | | | |
| **5.PC.1.B** | **Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.** |  | SS1, G4.5 |
| Purposes and principles of the Bill of Rights | | | |
| **5.PC.1.C** | **Apply the principles of the Bill of Rights to historical time periods being studied and to current events.** |  | SS1, G4.5 |
| Role of Citizens and Governments in Carrying Out Constitutional Principles | |  |  |
| **5.PC.1.D** | **Analyze ways by which** [**citizens**](#_bookmark12) **have effectively voiced opinions, monitored government, and brought about change both past and present.** |  | SS1, G4.3 |
| Character Traits and Civic Attitudes of Significant Individuals | | | |
| **5.PC.1.E** | **Describe the** [**character traits**](#_bookmark10) **and** [**civic attitudes**](#_bookmark13) **of significant individuals from 1800 – 2000** |  | SS1, G4.3 |
| Knowledge of the symbols of our state and nation | | | |
| **5.PC.1.F** | **Recognize and explain the significance of national** [**symbols**](#_bookmark74) **associated with historical events and time periods being studied.** |  | SS1, G1.5 |
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| **Governance Systems** | Purposes and roles of government | | | |
| **5.GS.A** | **Explain how the purpose and role of government have been debated across historical time periods to current times.** |  | SS3, G4.1 |
| Dispute Resolution | | | |
| **5.GS.B** | **Analyze peaceful resolution of disputes by courts or other** [**legitimate authorities**](#_bookmark39) **in U.S. history from 1800 – 2000.** |  | SS3, G3.4 |
| Processes of governmental systems in decision making | | | |
| **5.GS.C** | **Analyze how** [**authoritative decisions**](#_bookmark3) **are made, enforced and interpreted by the federal government across historical time periods and current events.** |  | SS3, G3.4 |
| Functions of governmental systems | | | |
| **5.GS.D** | **Distinguish between powers and functions of local, state and national government in the past and present.** |  | SS3, G4.5 |
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| **History** | Understand the movement of people from many regions of the world to North America | | | |
| **5.H.3.A.a** | **Outline the** [**territorial expansion**](#_bookmark78) **of the United States.** |  | SS2, G3.1 |
| **5.H.3.A.b** | **Describe the impact of migration on immigrants and the United States c. 1800-2000.** |  | SS2, G1.6 |
| Historical Perspective/Thinking/Passage of time | | | |
| **5.H.3.B** | **Examine cultural interactions and conflicts among Native Americans, European Americans and**  **African Americans from c. 1800 – 2000.** |  | SS2, G3.6 |
| Knowledge of the contributions of significant persons in U.S. history | | | |
| **5.H.3.C** | **Identify and describe the** [**contributions**](#_bookmark19) **of significant individuals from 1800 – 2000, (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, Neil Armstrong, Martin Luther King Jr., Rosa Parks, etc.)** |  | SS2, G4.3 |
| Political Developments and Reform Movements in the U.S. | | | |
| **5.H.3.E** | **Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000 including:** [**Amendments**](#_bookmark1) **to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age,** [**Progressive Era Reforms**](#_bookmark59)**, Women’s Suffrage, The New Deal, The Great Society, The Civil Rights Movement, The Great Society, the Women’s Movement, and others. etc.** |  | SS2, G3.6 |
| Westward Expansion and Settlement in the U.S. | | | |
| **5.H.3.F** | **Investigate the causes and consequences of westward expansion, including the Texas and the Mexican War, Oregon Territory, California Gold Rush. (Later examples might include expansion into Hawaii, Alaska, the Philippines, Puerto Rico)** |  | SS2, G3.8 |
| Understanding the Causes and Consequences of the Civil War | | | |
| **5.H.3.G** | **Identify political, economic and social causes and consequences of the Civil War and Reconstruction.** |  | SS2, G3.6 |
| Major Economic Developments in the United States | | | |
| **5.H.3.H** | **Identify political, economic, and social causes and consequences of the Great Depression.** |  | SS2, G3.6 |
| Causes, comparisons, and results of major twentieth-century wars | | | |
| **5.H.3.I.a** | **Identify political, economic, and social causes and consequences of World War I and WWII on the United States.** |  | SS2, G3.6 |
| **5.H.3.I.b** | **Identify the political, economic and social consequences of the Cold War on the United States.** |  | SS2, G3.6 |

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| **Economics** | Knowledge of basic economic concepts | | | |
| **5.E.4.A** | **Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation’s past, present and future.** |  | SS4, G4.1 |
| Factors that influence the economy | | | |
| **5.E.4.D.a** | **Explain the factors, past and present, that influence changes in our nation’s** [**economy**](#_bookmark25) **(technology, movement of people, resources, etc.).** |  | SS4, G4.1 |
| **5.E.4.D.b** | **Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.** |  | SS4, G3.8 |
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| **Geographical Study** | Reading and constructing maps | | | |
| **5.EG.5.A.a** | **Use geographic research sources to acquire and process information to answer questions and solve problems.** |  | SS5, G1.5 |
| **5.EG.5.A.b** | **Construct maps for relevant social studies topics.** |  | SS5, G2.5 |
| Understanding the concept of location to make predictions and solve problems | | | |
| **5.EG.5.B.a** | **Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.** |  | SS5, G1.6 |
| **5.EG.5.B.b** | **Locate and describe real** [**places,**](#_bookmark51) **using** [**absolute**](#_bookmark0) **and** [**relative location.**](#_bookmark63) |  | SS5, G1.6 |
| Understanding the concept of place | | | |
| **5.EG.5.C.a** | **Describe and analyze** [**physical characteristics**](#_bookmark50) **of the nation, such as climate, topography, relationship to water and ecosystems.** |  | SS5, G1.6 |
| **5.EG.5.C.b** | **Describe and analyze diverse** [**human characteristics**](#_bookmark31) **of the nation, such as people’s education, language, economies, religions, settlement patterns, ethnic background and political system.** |  | SS5, G1.9 |

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| **Geographical Study** | Relationships within places (Human-Environment Interactions) | | | | |
| **5.EG.5.D** | | Evaluate how people are affected by, depend on, adapt to and change their physical environments **in the past and in the present.** |  | SS5, G1.9 |
| Understanding relationships between and among places | | | | |
| **5.EG.5.E** | | **Evaluate how changes in communication and transportation technologies affect people’s lives.** |  | SS5, G3.5 |
| Understanding relationships between and among regions | | | | |
| **5.EG.5.F** | | **Describe different regions in the United States and analyze how their characteristics affect people who live there. (history,** [**economy,**](#_bookmark25) **governance, society, and today’s culture).** |  | SS5, G1.9 |
| Using geography to interpret, explain and predict | | | | |
| **5.EG.5.G.a** | | **Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).** |  | SS5, G1.6 |
| **5.EG.5.G.b** | | **Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.** |  | SS5, G1.6 |
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| **People, Groups, and Cultures** | Cultural characteristics of all people | | | | |
| **5.RI.6.A.a** | | **Compare cultural characteristics across historical time periods in the U.S. post 1800 (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).** |  | SS6, G1.9 |
| **5.RI.6.A.b** | | **Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.** |  | SS6, G1.5 |
| Methods for resolving conflicts | | | | |
| **5.RI.6.B** | | **Evaluate constructive processes or methods for resolving conflicts.** |  | SS6, G3.3 |
| Ideas and beliefs of different cultures | | | | |
| **5.RI.6.C** | | **Research stories and songs that reflect the cultural history of the United States c. 1800-2000.** |  | SS6, G2.3 |
| Cultural heritage and preservation | | | | |
| **5.RI.6.D** | | **Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.** |  | SS6, G1.9 |
| Changing societal roles and status of various groups | | | | |
| **5.RI.6.E** | | **Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.** |  | SS6, G1.9 |
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|  | | Identify, select, analyze and evaluate resources to create a product of social science inquiry | | | |
| **5.TS.7.A.a** | **Identify, select, analyze, evaluate, and use resources to create a product of social science inquiry with guidance and support as needed.** |  | SS7, G1.1 |
| **5.TS.7.A.b** | **Evaluate and use artifacts to share information on social studies topics (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).** |  | SS7, G2.5 |

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| **Tools of Social Science Inquiry** | Use visual tools to communicate information and ideas | | |  | |  |
| 5.TS.7.B.a | **Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas (such as maps, graphs, statistical data, timelines, cartoons, charts and diagrams).** | |  | | SS7, G1.5 |
| **5.TS.7.B.b** | **Create and present products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics.** | |  | | SS7, G2.5 |
| Understanding and supporting fact, opinion, bias and point of view in sources | | |  | |  |
| **5.TS.7.C.a** | **Explain how facts and opinions affect point of view and/or bias in social studies topics.** | |  | | SS7, G1.7 |
| **5.TS.7.C.b** | **Identify, research, and defend a point of view/position on a social studies topic.** | |  | | SS7, G1 |
| Conducting and Presenting Research with Appropriate Resources | | |  | |  |
| **5.TS.7.D** | **Conduct and present research to an audience using appropriate sources.** | |  | | SS7, G1.7 |
| Developing a Research Plan and Identifying Resources | | |  | |  |
| **5.TS.7.E.a** | **Generate compelling research questions about a social studies topic.** | |  | | SS7, G1.1 |
| **5.TS.7.E.b** | **Create and apply a research process to investigate a compelling social studies’ question.** | |  | | SS7, G1.3 |
| **5.TS.7.E.c** | **Evaluate and use appropriate resources for investigating a compelling social studies question.** | |  | | SS7, G1.3 |
| Conducting and presenting research with appropriate resources | | | | | |
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| **5.TS.7.F** | **Conduct and present research on a social studies question to an audience, using appropriate sources.** |  | | SS7, G1.10 | |
| Supporting a point of view | | | | | |
| **5.TS.7.G** | **Research and defend a point of view/position on a social studies question.** |  | | SS7, G2.1 | |

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| **Glossary of Terms**  **Elementary Social Studies Grade-Level Expectations 2016** | |
| **This Glossary of Terms provides definitions and elaborations for terms used in or useful for teaching the Elementary Social Studies Grade- Level Expectations. These definitions are derived from the Missouri Department of Elementary and Secondary Education Glossary (October 2008) and other sources that are annotated in the definition.** | |
| **Absolute location** | Identifying where a place is on the surface of the earth using some arbitrary, mathematical grid system, such as latitude and longitude. One can use absolute location to identify where a place is anywhere on the earth, even on the ocean. |
| **Amendments** | Alterations of or additions to a motion, bill, constitution, etc. (www.dictionary.com) |
| **Artifacts** | Something created by humans usually for a practical purpose. (www.merriam-webster.com) |
| **Authoritative Decision** | The act or result of making a choice by a person or body of authority after careful thought and consideration. |
| **Authority** | The power to determine or otherwise settle issues or disputes; jurisdiction; the right to control, command, or determine. B) Persons having the legal power to make or enforce rules or laws (www.dictionary.com) |
| **Barter** | The direct trading of goods and services without the use of money. |
| **Basic Rights and Freedoms** | The basic rights and freedoms to which all humans are considered to be entitled, often held to include the rights to life, liberty, equality, and a fair trial, freedom from slavery and torture, and freedom of thought and expression. (www.thefreedictionary.com) |
| **Border State** | *U.S. History.* The slave states of Delaware, Maryland, Kentucky, and Missouri, which refused to secede from the Union in 1860–61. (www.dictionary.reference.com) |
| **Branches of Government** | The three main divisions of American government at all levels: executive, legislative and judicial. (Harper Collins Dictionary of American Government and Politics. 1993) |
| **Capital Resources** | Often called capital goods, refers to goods used to produce other goods and services. Capital resources may be buildings, equipment, machinery, tools, ports, and dams, provided that those items are used to produce other goods and services. |
| **Character Traits** | A quality that makes a person or group of people, unique or similar. |
| **Checks and Balances** | A system in which the different parts of an organization (such as a government) have powers that affect and limit the other parts so that no part can become too powerful. |
| **Citizen** | A native or naturalized person who owes allegiance to a government and is entitled to protection from it. (www.merriam-webster.com) |
| **Civic Attitudes** | *Civic-minded.* Of or related to the beliefs of people in relationship to their town, city, or local area. |
| **Common Good** | Refers to some program or action that is of benefit to society as a whole. Laws to set up parks, public schools, and public libraries are passed to promote the common good. |
| **Consent of the Governed** | A condition urged by many as a requirement for legitimate government: that the authority of a government should depend on the consent of the people, as expressed by votes in elections. (www.dictionary.reference.com) |
| **Constitution** | The basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it. (www.merriam-webster.com) |
| **Consumers** | People who buy goods and services. |
| **Consumption** | The use of goods and services by consumers, businesses, or governments. |
| **Contributions** | To play a significant part in bringing about an end or a result. (www.merriam-webster.com) It is the part played by a person or thing in bringing about a result or helping something to advance. |

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| **Cost-Benefits Analysis** | An appraisal of whether the benefits of carrying out a project or decision outweigh the costs of carrying out the project or decision. |
| **Cultural Characteristics of a Place** | A way of life for a particular ethnic group, which may include a language of communication, customs (rites, rituals), religion, lifestyle, shared system of values, beliefs, morals and social norms (patterns of behavior), which can include dress and diet. (www.thefreedictionary.com) |
| **Cultural Heritage** | An expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values. (www.heritageforpeace.org) |
| **Cultural Interactions** | When two or more peoples / cultures interact in a positive or negative way. |
| **Demand** | The different quantities of a resource, good, or service that will be purchased at various prices during a given period of time. According to the law of demand, the lower the price of a good or service, the more of it will be purchased, whereas the higher the price, the less of it that will be purchased. |
| **Democracy** | A system of government in which rule is by the people, either as a direct democracy where the people make their own laws or as a representative democracy, a republic, in which laws are made by the people’s representatives. |
| **Economy** | The process or system by which goods and services are produced, sold, and bought in a country or region. A careful use of money, resources, etc. Something that makes it possible for you to spend less money. (www.merriam-webster.com) |
| **Environment** | The surroundings or conditions in which a person, animal, or plant lives or operates. (www.dictonary.com) |
| **Family Lore** | Common or traditional knowledge or belief of a family. (www.merriam-webster.com) |
| **Financial Investment** | The act of providing money for a business rather than other forms of investment such as effort or time, or the money provided. (www.dictionary.cambridge.org) |
| **Goods** | *Consumer goods*. Goods that are ready for consumption in satisfaction of human wants, as clothing or food, and are not utilized in any further production (www.dictionary.com) |
| **Grid System** | A network of horizontal and perpendicular lines, uniformly spaced, for location points on a map, chart, or aerial photograph by means of a system of coordinates. (www.dictionary.com) |
| **Human Characteristics of a Place** | Those features of a place that are the result of human activity. Places vary in the nature of their populations, their population densities, the ethnic makeup of the people, the languages most commonly found, the dominant religions, and the forms of economic, social, and political organization. |
| **Human Resources** | The quantity and quality of human effort directed to the production of goods and services. One type of human resource is an entrepreneur. An entrepreneur is a person who assumes the risk of organizing productive resources to produce goods and services. |
| **Inalienable Rights** | A right according to natural law; a right that cannot be taken away, denied, or transferred. (www.dictionary.com) |
| **Income** | A gain or recurrent benefit usually measured in money that derives from capital or labor. Also the amount of such gain received in a period of time. (www.merriam-webster.com) |
| **Individuals from Missouri who made contributions to our state and national heritage** | People who lived in different time periods, who came from different cultural backgrounds, and who contributed in different ways (e.g., in exploration and community building, in business and trades, in politics, in education, in the sciences, and so on). The Department of Elementary and Secondary Education has not produced an official list of such people because it is more important that teachers and students decide for themselves which people would be most important. |
| **Individual Rights** | The liberties of each individual to pursue life, liberty, and the pursuit of happiness as stated in the U.S. Declaration of Independence. |

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| **Labor** | Human activity that provides the goods or services in an economy. The services performed by workers for wages as distinguished from those rendered by entrepreneurs for profits. An economic group comprising those who do manual labor or work for wages. Workers employed in an establishment or available for employment. The organizations or officials representing groups of workers. (www.merriam-webster.com) |
| **Laws** | Rules of conduct or action prescribed or formally recognized as binding or enforced by a controlling authority. (www.merriam-webster.com) |
| **Legitimate Authority** | Body of authority empowered to make decisions in accordance with established rules (laws), principles, or standards. |
| **Limited Government** | A government whose powers are limited through constitutionally – imposed restrictions. |
| **Loss** | Money that is spent and that is more than the amount earned or received. |
| **Majority Rule** | A pattern of decision making where decisions are made by vote and a decision requires the support of more than half of those voting. |
| **Migration** | The movement of people from one country, place, or locality to another. (www.merriam-webster.com) |
| **Minority Rights** | Rules and laws that are designed to legally protect the members of a non-majority group. |
| **Money** | Anything that people generally accept as a medium of exchange with which to buy goods and services, that serves as a standard of value and that has a store of value. |
| **Natural Resources** | Gifts of nature that are used to produce goods and services (e.g., land, trees, water, fish, petroleum, mineral deposits, fertile soils, and favorable climatic conditions for growing crops). |
| **Needs** | Something that a person must have in order to live. |
| **Opportunity Cost** | The most important alternative that is given up as a result of a specific economic decision. The opportunity cost of purchasing an automobile for an eighteen-year-old boy may be that he cannot afford to go to college. |
| **Ordinances** | Laws or regulations especially of a city or town. (www.merriam-webster.com) |
| **Physical Characteristics of a Place** | Features such as landforms, water bodies, climate, soils, natural vegetation, and animal life, which have resulted from geological, hydrological, atmospheric, and biological processes. |
| **Place** | The term used by geographers pertaining to those physical characteristics and human characteristics that may be used to describe an area. |
| **Popular Sovereignty** | Under “popular sovereignty,” the power to govern belongs to the people. The people, in turn, entrust that power to the government, which is under their control. |
| **Positional Words** | Words describing a place, situation, or location of an object related to another point of reference. |
| **Primary Sources** | Sources that are firsthand that may be used by historians in trying to reconstruct and interpret the past. Examples of primary sources are original documents (photocopies are often considered primary sources too), eye witness accounts of an event, perhaps found in a diary, documents, photographs of people, texts of speeches, etc. Just because a source is a primary source, however, does not mean that it is to be taken to be fully true. A person who observed an event and who describes it may perceive it inaccurately because of his personal frame of reference. For example, in the history of this nation in the years before the Civil War, two people may observe the sale of a slave and describe it in very different ways. One person may be a slave owner; the other person a slave about to be sold. Historians examine primary sources, just as attorneys examine witnesses.  Possible grade level examples of primary sources are as follows: Kindergarten   * Photographs and prints(e.g., the flag in different settings; families past and present; Abraham Lincoln) * Sound and video recordings (e.g., the Pledge of Allegiance in different settings; music past and present) |

* Class created maps of the classroom
* Oral histories (e.g., interview family members about traditions and share with class)
* Short quotes (e.g., George Washington, Abraham Lincoln and other national leaders past and present)

First Grade

* Photographs and prints(e.g., national symbols in different settings; people, building and locations in the community past and present,
* Sound and video recordings (e.g., patriotic songs; short clips from Martin Luther King, Jr. speeches)
* Class created maps of the school or neighborhood
* Oral histories (e.g., community leader guest speakers)
* Short quotes (e.g., Martin Luther King, Jr., Thomas Jefferson; quotes from local news stories)

Second Grade

* Photographs and prints(e.g., national landmarks, parks and memorials; inventors and inventions past and present)
* Sound and video recordings (e.g., the Pledge of Allegiance in different settings; songs and traditions of different regions and cultures; inventors and inventions past and present)
* Maps of different regions comparing past and present
* Oral histories (e.g., guest speakers sharing about different cultural traditions)
* Excerpts from diaries or journals (e.g.,
* Short quotes (e.g., inventors)

Third Grade

* Photographs and prints(e.g., Missouri symbols and landmarks past and present; famous Missourians)
* Sound and video recordings (e.g., the National Anthem in different settings; songs and traditions of Missouri; Missouri leaders and other famous Missourians past and present)
* Maps of Missouri past and present
* Oral histories (e.g., local legislator)
* Excerpts from diaries or journals (e.g., Lewis and Clark, travelers west)
* Short quotes (e.g., famous Missourians)
* Sheet music and song sheets (e.g., Key’s manuscript of the Star Spangled Banner)

Fourth Grade

* Photographs and prints(e.g., United States flags past and present; colonial and American Revolution period artifacts)
* Excerpts from national documents (e.g., United States Constitution, Declaration of Independence; Bill of Rights)
* Maps of the United States past and present
* Short quotes (e.g., Founding Fathers and other national figures and leaders past and present)
* Sheet music and song sheets (e.g., songs and music of the American Revolution)
* Political cartoons (e.g., Gadsden flag; Britain’s attempt to levy taxes on basic goods)

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|  | Fifth Grade   * Photographs and prints (e.g., United States flag past and present; major national figures and events such as the Civil War, Jim Crow Laws, Ellis Island and immigration, Women’s suffrage, child labor, the Industrial Revolution and so on) * Excerpts from historical documents (e.g., Gettysburg Address; Emancipation Proclamation) * Maps of the United States past and present * Sound and video recordings (e.g., cultural and patriotic songs) * Oral histories * Excerpts from diaries or journals (e.g., soldiers) * Letters (Abraham Lincoln and other national figures and leaders) * Short quotes (e.g., Abraham Lincoln; Woodrow Wilson; other national figures and leaders past and present) * Sheet music and song sheets (e.g., *When Johnny Comes Marching Home*; *The Star Spangled* Banner; *Battle Hymn of the Republic*) * Political cartoons (e.g., The Second Bank of the United States, Lincoln’s Request to Congress, Child Labor, President Wilson and World War I)   Guidance in using primary sources from the U.S. Library of Congress:<http://www.loc.gov/teachers/usingprimarysources/index.html> |
| **Private Goods** | Those goods that producers can withhold from consumers who refuse to pay for them, where the consumption of the product or service by one person reduces its usefulness to others. One example is a hamburger. See also “public goods.” |
| **Producers** | People who combine resources to make goods and services. |
| **Production** | The activity of combining resources to make goods and services. |
| **Profit** | The difference between the total revenue and the total cost of a business. |
| **Progressive Era Reforms** | The Progressive Era in the United States from the 1890s to the 1920s included widespread political reform and social activism. Progressive Era reforms include movements such as civil rights, suffrage, conservation, government reform, labor relations, philanthropy, unionism, and others. |
| **Public Goods** | Goods or services that cannot be withheld from customers who refuse to pay for them (non-exclusion), where the consumption of products or services by one person does not reduce its usefulness to others. Examples include national defense, street lighting, flood control, public safety, and fire protection in a crowded neighborhood. See also “private goods.” |
| **Redress of Grievances** | Exercising the right to make a complaint to, or seek the assistance of, one’s government without fear of reprisal guaranteed in the First Amendment to the United States Constitution. |
| **Region** | An area that displays unity in terms of one or more selected criteria. Regions may be defined by political boundaries (Kansas City, Osage County, Missouri, Canada, etc.), types of terrain (plains, mountainous, etc.), how land is used (business district, ranch, cotton-producing region, etc.), rainfall (desert, rain forest, etc.), soil type (sandy, rocky, clay, etc.), dominant religion of the people. |
| **Relative Location** | Identifying where a place is by explaining where it is in relation to some known places. For example, St. Louis is located a short distance south of the junction of the Missouri and Mississippi rivers. |
| **Responsibility** | A people’s duties or obligations. In a society where citizens have rights, there is a responsibility, for example, to respect the rights of others. |
| **Rights** | A major responsibility of a democratic government is to protect the rights of its citizens. The rights of citizens are identified in the Declaration of Independence and the United States Constitution, including the Bill of Rights. The personal rights include freedom of conscience and |

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|  | religion, freedom of expression and association, freedom of movement and residence, and privacy. Political rights include the right to vote, petition, assembly, and freedom of press. Economic rights include the right to own personal property, to choose one’s work, to change employment, to join a union, and to establish a business. Other examples of such rights could be listed. Few rights are absolute, because they may conflict with each other or come into conflict with the common good in specific cases. |
| **Roles** | A socially expected behavior pattern usually determined by an individual's status in a particular society. |
| **Rule of Law** | The principle that everyone, even political leaders, must follow the law. |
| **Saving** | A decision to withhold a portion of current income from consumption. Saving from the individual’s point of view represents income not spent, which may be placed in savings deposits in banks, making it possible for those banks to make loans to those who wish to buy capital goods or other resources. |
| **Scarcity** | The condition where people cannot have all the goods and services that they want. It results from the imbalance between the relatively unlimited wants and limited resources. Scarcity is found in all societies. |
| **Secondary Source** | Those sources that historians use to interpret and reconstruct the past that are the interpretations of events and developments that are not first- hand observations. Secondary sources, which may be histories and history textbooks, are constructed by historians who have used primary sources and/or secondary sources in the process. |
| **Separation of Powers** | The division of powers among different branches of government within a political system. |
| **Services** | Activities performed by people, business, or government to satisfy economic wants and needs. |
| **Supply** | The different quantities of a resource, good, or service that will be offered for sale at various possible prices during a specified time period. According to the law of supply, the higher the price of an item, the more of it that is likely to be offered for sale. |
| **Symbol** | Something that stands for something else. (www.merriam-webster.com) |
| **Tax Generation** | The process of collecting money that the government requires people to pay according to their income, the value of their property, sales tax, etc. (www.merriam-webster.com) |
| **Taxes** | Required payments made to governments by individuals and businesses. |
| **Tax-Supported Services** | Services provided by a governmental body to assist individuals and groups of people. |
| **Technology** | The use of science in industry, engineering, etc., to invent useful things or to solve problems: a machine, piece of equipment, method (e.g., the cotton gin, printing press, telegraph, steam power, electricity, railroad, automobile, digital resources). |
| **Territorial Expansion** | The act or process of increasing the land area claimed by a sovereign nation. |
| **Trade-offs** | The exchange of one thing for another of more or less equal value, especially to affect a compromise. (www.dictionary.com) |
| **Wages** | A payment usually of money for labor or services usually according to contract and on an hourly, daily, or piecework basis —often used in plural. The share of the national product attributable to labor as a factor in production. (www.merriam-webster.com) |
| **Wants** | A desire or wish for (something). (www.merriam-webster.com) |