

Social Studies GLE'S - Grade 8

Strand 1: Principles of Constitutional Democracy

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

A. Principles expressed in documents shaping constitutional democracy in the United States:

- Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed SS1 1.6, 4.2 DOK 3

- Analyze important principles in the Constitution including: SS1 1.6, 4.2 DOK 2
 - a. *Limited government:*
 - b. *Rule of law:*
 - c. *Majority rule and minority rights*
 - d. *Separation of powers*
 - e. *Checks and balances*
 - f. *Amendment process*
 - g. *Federalism (i.e., as regards federal and state governments, powers being shared, delegated and reserved)*
 - h. *Popular sovereignty*
 - i. *Due process of law (see Amendments V & XIV)*
 - j. *Voting by citizens, especially as later amendments were passed*

B. Role of citizens and governments in carrying out constitutional principles:

- Apply important principles of the Bill of Rights, such as:
 - a. Basic rights and freedoms (for rights listed, see Amendments 1-8: for rights not listed, see Amendment 9)
 - b. Protections against the government (fair trials, rights of accused, due process of law, etc.) SS1 1.10, DOK 2

C. Understanding of the main purpose of United States documents:

- Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Rights
SS1 1.6, 4.2 DOK 3

D. Knowledge of the symbols of our nation: none

Strand 2: Principles and Processes of Governance Systems

2. Knowledge of principles and processes of governance systems

A. Principles and purposes of government: none

B. Similarities and differences of governmental systems: none

C. Processes of governmental systems :

- Apply rights and responsibilities of individuals to events in US history and everyday life SS2 4.2 DOK 4
- Explain how laws are made, interpreted and enforced SS1 1.10 DOK 2
- Explain how leaders are selected SS2 1.10 DOK 2
- Explain how power is distributed among individuals and branches of government SS2 1.10 DOK 2
- Describe how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.) SS2 4.2 DOK 2
- Give examples of how local, state and national governments impact people's lives SS2 1.6, DOK 2
- Analyze decision-making and conflict resolution in courts at local, state and national levels (roles of judge, jury, attorneys for prosecution, plaintiff and defense: civil vs. criminal law: court procedures) SS2 1.6 DOK 3

Strand 3: Missouri, United States and World History

3a. Knowledge of continuity and change in the history of Missouri, the United States and the World

A. Understand the migrations of people from many regions to North America:

- a. Analyze the viability and diversity of Native American cultures before Europeans came SS3 1.9 DOK 2

B. Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times: none

C. Discovery, Exploration and Settlement of the United States:

- b. Evaluate the importance of the discovery, exploration and early settlement of America SS3 1.6 DOK 3

D. Perspectives of the American Revolution:

- c. Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful SS3 3.6 DOK 3

E. Political Developments in the U.S.:

- d. Justify the drafting of the Constitution and its effects on the formation of the new nation SS3 4.1, 1.6 DOK 3

F. Westward Expansion and settlement of the United States:

- Assess the significance of Westward Expansion including: SS3 1.6 DOK 3
 - a. Louisiana Purchase
 - b. Lewis and Clark Expedition
 - c. Missouri Compromise
 - d. Texan and the Mexican War
 - e. Oregon Territory
 - f. California Gold Rush

- Analyze cultural interactions among these groups: SS3 1.9.1.6 DOK 3
 - a. Native Americans
 - b. Immigrants from Europe
 - c. Africans brought to America

G. Knowledge of contributions of non-Missourians: none

H. Reform movements: SS3 1.8 DOK 2

- Summarize reform movements such as:
 - a. Abolitionism
 - b. Women's movement
 - c. Jacksonian Democracy

I. Understanding the causes and consequences of the Civil War : SS3 1.6, 3.1 DOK3

- Interpret political, economic and social causes and consequences of the Civil War and reconstruction

- J. Understanding economic concepts: none
- K. Principles and purposes of government : none
- L. Principles of constitutional democracy in the United States: none
- M. Processes of governmental systems : none
- N. Economic development in the United States : none
- O. Understanding the roles of people, business, and government in the economic system of the United States: none
- P. Understanding functions and effects of economic institutions: none
- Q. Knowledge of economic institutions: none
- R. Understanding the roles of the government in the US economy: none
- S. Understanding the concept of location: none
- T. Understanding the concept of Place: none
- U. Understanding relationships within places: none
- V. Understanding relationships between and among regions: none
- W. Foreign and domestic policy developments : none
- X. Causes, comparisons, and results of major twentieth-century wars: none
- Y. Understanding cultural changes: : none
- Z. Missouri history as it relates to major developments of United States History: none

3b. Knowledge of continuity and change in the history of the world

- A. Culture of early river valley civilizations: none
- B. Contributions of Greek and Roman Civilizations: none
- C. Institutions and events of European civilization during the Middle Ages: none
- D. Japanese institutions and culture: none
- E. Native Latin American cultures: none
- F. Cultural features of the historic African Empires: none
- G. Knowledge of contributions and interactions of major world civilizations: none
- H. Influence of the Renaissance and Reformation : none
- I. Causes and effects of European overseas expansion: none
- J. Impact of Scientific Revolution: none
- K. Effect of Enlightenment on major revolutions : none
- L. Causes and consequences of economic theories and practices: none
- M. Causes, comparisons and results of major twentieth-century wars: none
- N. Causes, reactions and consequences of European and Japanese imperialism: none
- O. Causes and consequences of major demographic changes: none

Strand 4: Economic Concepts and Principles

4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
 - A. Apply the following economic concepts: SS4 1.10 DOK 2
 - a. *Business cycle (expansion, recession, depression)*
 - b. *Unemployment*
 - c. *Market economy*
 - B. Understanding the consequences of personal and public economic decisions
 - Describe how decisions and actions of governments, businesses, groups and individuals affect one another in a market economy
SS4 1.6 DOK 2
 - C. Understanding various types of taxes and their purposes:
 - Identify different forms of taxes, such as tariffs, sales taxes, and income taxes, and their purposes SS4 1.10: DOK 2
 - D. Interdependence of households, businesses and governments:
 - Assess the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy SS4 3.8 DOK 3
 - E. The role of technology in changing the US from an agricultural economy to an industrial economy : none
 - F. Interpreting the past, explaining the present and predicting the future of economic decisions : SS4 3.8 DOK 3
 - interpret the past, explain the present and predict future consequences of economic decisions
 - G. Compare and contrast economic systems: none
 - H. Understanding the roles of people, business, and government in economic systems of the United States: none
 - I. Understanding the functions and effects of economic institutions: none
 - J. Knowledge of economic institutions: none
 - K. Understanding the roles of government in a market economy: none

Strand 5: Elements of Geographical Study and Analysis

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

A. Reading and constructing maps

- Use and evaluate geographic research sources to process and report information to solve problems and make predictions

SS5 1.5, 3.2, 3.7, 1.4, 2.1 DOK 4

- Construct maps SS5 1.8 DOK 2

B. Understanding the concept of location to make predictions and solve problems

- Locate states of the United States

SS5 1.4, 1.5 DOK 1

- Locate cities and topographic features of the United States

SS5 1.4, 1.5 DOK 1

- Locate and describe geographic *places*, using *absolute and relative location*

SS5 1.4, 1.5, 1.10 DOK 2

C. Understanding the concept of place

- Analyze *physical characteristics*, such as climate, topography, relationship to water and ecosystems SS5, 1.6 DOK 2

- Describe *human characteristics*, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political systems

SS5 1.6 DOK 2

D. Relationships within places (Human Environment Interactions) Movement: none

E. Understanding relationships between and among places:

- Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas SS5 1.10, 1.6 DOK 2

F. Understanding relationships between and among regions:

- Explain how regions of the United States relate to one another and change over time SS5 1.6 DOK 3

G. Using geography to interpret, explain and predict : none

H. Human Systems :

- Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life SS5 1.6 DOK 3

I. Human-environment interactions: none

J. Using geography to interpret, explain and plan for the future

- Use geography to interpret the past, explain the present and plan for the future SS5 1.6, 3.2 DOK 3

Strand 6: Relationships of Individual and Groups to Institutions and Traditions

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

- A. Cultures meeting the needs of people: none
- B. Group meeting the needs of individuals: none
- C. Methods of resolving conflicts: none
- D. Knowledge of how needs of individuals are met: none

E. Group Membership: SS6 1.9 DOK 3

- Analyze how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group

F. Effects of actions, cultural, traditions and institutions : none

G. Effect of laws and events on relationships:

- Describe how laws and events affect members of groups and relationships among groups SS6 1.6, 3.6 DOK 2

H. Effect of personal and group experiences on perceptions: SS6 1.6, 3.5, 3.6 DOK 3

- Assess how personal and group experiences influence people's perceptions and judgments of events

I. Changing ideas, concepts and traditions: SS6 1.9 DOK 3

- Analyze how ideas, concepts and traditions have changed over time (e.g. women's role in society)

- J. Methods of resolving conflicts: none
- K. Ideas and beliefs of different cultures: none
- L. Changing of roles of various groups: none
- M. Major social institutions: none
- N. Consequences of individual or institutional failure: none
- O. Causes, effects and resolutions of cultural conflict: none

Strand 7: Tools of Social Science Inquiry

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

A. Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry

- Select, investigate, and present a topic using primary and secondary resources, such as oral interview, artifacts, journals, documents, photos and letters SS7 1.2, 1.4, 2.1 DOK 4

B. Knowledge to create and use various social studies graphics and maps

- Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions SS 7 1.4, 3.5, 1.6 DOK 4
- Create maps, graphs, timelines, charts and diagrams to communicate information SS7 1.8, 1.4, 2.1 DOK 2

C. Understanding fact, opinion, bias and points of view in sources

- Distinguish between fact and opinion and recognize bias and points of view SS7 1.7, 3.5, 3.6 DOK 2

D. Using technological tools:

- Use technological tools for research and presentation SS7 1.4, 2.7, 2.1 DOK 2-4

E. Developing a research plan and identifying resources: none

F. Interpreting various social studies resources: none

G. Supporting a point of view

- Identify, research and defend a point of view/position SS7 1.2, 1.4, 1.7 DOK 3