

Social Studies GLE'S - Grade 4

Strand 1: Principles of Constitutional Democracy

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

A. Knowledge of the Constitution as the fundamental law our nation.

- Identify and explain why Missouri has a constitution and why the state makes and enforces laws

SS1 1.10, 4.1 DOK 2

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

- Identify rights included in the Bill of Rights, including freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government SS1 1.10, 4.2 DOK 2

C. Understanding of the main purposes of US documents:

- Explain the major purpose of the Constitution and the Bill of Rights

SS1 1.5, 1.10 DOK 2

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:

- Describe how authoritative decisions are made, enforced and interpreted within the state government SS2 1.10 DOK 2
- Identify and explain the functions of the three branches of government in the state government SS2 1.10, 1.6 DOK 2

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: none

B. Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times:

- Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; *examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman and Thomas Hart Benton*

SS3 1.10, 1.6 DOK 1

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

- Locate and describe settlements in Missouri of people of European and African heritage SS3 1.10 DOK 1

D. Perspectives on the American Revolution: none

E. Political Developments in the United States: none

F. Westward Expansion and settlement in the United States:

- Outline issues of Missouri statehood, such as the Missouri Compromise
SS3 1.6, 1.8 DOK 2
- Summarize the events in westward expansion, including people's motivation, their hardships, and Missouri as a jumping-off point to the West SS3 1.10 DOK 2

G. Knowledge of contributions of non-Missourians:

- Describe the contributions of Thomas Jefferson SS3 1.10 DOK 2

H. Reform movements: SS3 1.6, 1.8 DOK 2

- Sequence and describe the importance of
 - a. Louisiana Purchase
 - b. Lewis and Clark Expedition

I. Understanding the causes and consequences of the Civil War:

- Explain Missouri's role in the Civil War, i.e., Missouri as a border state
SS3 1.6 DOK 2
- Evaluate the impact of westward expansion on the native American in Missouri SS3 1.6 DOK 3
- Describe the changes in Missouri since the Civil War in education, transportation and communication SS3 1.9 DOK 2

- 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 the 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. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events:

- Compare saving and financial investment SS4 1.6 DOK 2
- Explain supply and demand SS4 1.6, 1.10 DOK 2

B. Understanding the consequences of personal and public economic decisions:

- Interpret past, explain present and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to fourth graders, such as decisions made by consumers and decisions pertaining to the environment) SS4 3.8 DOK 3

C. Understanding various types of taxes and their purposes:

- Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes
SS4 1.10 DOK 2

D. Interdependence of households, businesses and governments:

- Explain how decisions of households, businesses and governments affect one another SS4 1.6 DOK 2

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: none

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:

- Construct and interpret maps SS5 1.6, 1.8 DOK 2

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

- Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph SS5 1.5, 1.4 DOK 1

C. Understanding the concept of place:

- Describe human characteristics of a place, (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.) SS5 1.6 DOK 2

D. Relationships within places (Human Environment Interactions) (Movement):

- Describe how people are affected by, depend on, adapt to and change their environments SS5 1.6 DOK 2

E. Understanding relationships between and among places: none

F. Understanding relationships between and among regions:

- Compare regions (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 1.6 DOK 2

G. Using geography to interpret, explain and predict:

- Use geography to interpret the past (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g. what will likely happen if the population of a city increases considerably)

SS5 3.8 DOK 3

H. Human systems: none

I. Human-environment interactions: none

J. Using geography to interpret, explain and plan for the future: none

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. Groups meeting the needs of individuals:

- Analyze how needs are met by groups and organizations (e.g. governments, businesses, schools, religious institutions, charitable organizations, etc.)

SS6 1.9 DOK 2

C. Methods of resolving conflicts:

- Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer SS6 3.4 DOK 3

D. Knowledge of how needs of individuals are met: none

E. Group Membership: none

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

G. Effect of laws and events on relationships: none

H. Effect of personal and group experiences on perceptions: none

I. Changing ideas, concepts and traditions: none

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 and analyze and create appropriate resources, primary and secondary, for social science inquiry:

- Identify visual, graphic and auditory aids: SS7 1.5, 1.10 DOK 1

- Use and evaluate *primary* and *secondary* sources (diaries, letters, people, interviews, journals and photos) SS7 1.7, 1.5, DOK 3

- Identify and select library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons) SS7 1.5, 1.10 DOK 1
- Identify and create artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments) SS7 2.1, 1.10 DOK 1

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

- Create maps, diagrams and cartoons to enhance studies in civics, history, economics and geography SS7 1.8, 2.1 DOK 2

C. Understanding fact, opinion, bias and points of view in sources: none

D. Using technological tools: none

E. Developing a research plan and identifying resources: none

F. Interpreting various social studies resources: none

G. Supporting a point of view: none