

# Social Studies

## K-12 MAJOR STRAND GLE's ACROSS GRADE LEVELS

*Scope and Sequence*

*Compiled 2009 - version 1.1*

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### Strand 1: Principles of Constitutional Democracy

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#### Kindergarten

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1. Students will identify why rules are laws are made.
2. Students will identify the flag as a national symbol.
3. Students will recite the Pledge of Allegiance.

#### 1st Grade:

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1. Explain how laws and rules are made and changed to promote the common good.
2. List the rights and responsibilities of citizens (discussion).
3. Recognize and explain the significance of our national symbols: Statue of Liberty and Nation's Capitol.

#### 2nd Grade:

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1. Students will be able to explain and apply the concept of majority rule (i.e. mock elections and rules and law).
2. Students will be able to explain the rights of citizens.
3. Students will be able to understand the importance of the Pledge of Allegiance.

#### 3rd Grade:

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1. Identify why cities make laws and ordinances and the roles of citizens and governments in carrying out constitutional principles.
2. State the main purpose of the Declaration of Independence and the Constitution.
3. Recognize and explain the significance of symbols of our nation. (National Anthem)

#### 4th grade:

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1. Students will be able to explain why laws are necessary for Missouri.
2. Identify the rights of responsibilities of each US citizen.

3. Explain the main purpose of the US Constitution and the Bill of Rights.

### **5th grade:**

1. Identify important principles in the Constitution, the Bill of Rights, and the Declaration of Independence.

### **6th grade:**

1. Students will identify responsibilities of governments and citizens and will be able to describe: limited government, rule of law, majority rule, minority rights, by comparing the governments of ancient Greece and Rome to that of the United States.

### **7th grade:**

1. Students will be able to compare/contrast the United States with other world countries in regards to rule of law, minority rights, majority rule, and limited government.

### **8th grade:**

1. Students will know important terms related to understanding the U.S. Constitution and the Declaration of Independence.  
2. Students will understand citizen rights and freedoms listed in the first three Articles of the Constitution and Bill of Rights.

### **9th Grade Civics:**

1. Students will analyze the significance of popular Supreme Court cases.  
2. Students will understand the significance of the 4 basic principles that influenced the creation of the US Constitution (Separation of Powers, Federalism, Popular Sovereignty, and Limited Government).  
3. Students will be able to identify and understand the importance of amendments 11-27 and Articles 4-7 of the US Constitution.

### **10th Grade Modern World History:**

2. Students will be able to analyze and explain changes in democracies and republics over time.  
3. Students will be able to explain the relevance and connection of constitutional principles from the Magna Carta to the US Constitution.  
4. Students will be able to describe the impact of enlightenment writings on constitutional principles.

### **11th grade US History:**

1. Students will be able to analyze the significance of checks and balances, separation of powers, and federalism within the US.

### **12th grade: Electives - Political Science**

1. Compare and contrast Governmental Systems past and present and describe their impact.
2. Apply principles of Constitutional Democracy to historical and contemporary issues. Assess the changing role of: Checks and balances, Separation of powers, Federalism, Representation', Popular sovereignty, Due process, and Judicial review.
3. Determine individual civic responsibilities.
4. Assess the changing role of Government : Philosophy, Limit, Duties.
5. Describe historical foundations of U.S: Magna Carta, Enlightenment writings, Mayflower Compact, Declaration of Independence, Article of Confederation.
6. Identify & give examples of Democracies and Republics.
7. Explain relevance and connections of: U.S. Constitution, Federalist papers, Amendments to Constitution, Major Supreme Court decisions.







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### Strand 2: Principles and Processes of Governance Systems

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#### Kindergarten

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1. Students will participate in a democratic decision making process
2. Students will explain how to resolve disputes peacefully in the classroom and on playground.
3. Students will explain why it is important to make rules.

#### 1st Grade:

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1. Apply peaceful solutions to common disputes / problems in classroom and playground.
2. Describe how authoritative decisions are made, enforced, and interpreted within schools.
3. Explain what rules mean in specific cases.

#### 2nd Grade:

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1. Student will be able to resolve disputes peacefully to promote the common good (teambuilding).
2. Students will describe how decisions are made and enforced in communities.

#### 3rd Grade:

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1. Identify and use peaceful resolutions.
2. Identify and explain the functions of the 3 branches of Federal Government.

#### 4th grade:

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1. Describe how authoritarian decisions are made within the state government.
2. Identify and explain the functions of the 3 branches of government within the state.

### **5th grade:**

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1. Distinguish between powers/functions of levels of government (local, state, and national)

### **6th grade:**

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1. none

### **7th grade:**

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1. none

### **8th grade:**

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1. Understand the processes of governance systems and how they can participate in government (voting, lobbying, etc).
2. Explain the separation of powers between the 3 branches of government, including checks and balances.

### **9th Grade Civics:**

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1. compare and contrast different governmental systems.
2. compare and contrast US and MO government.

### **10th Grade Modern World History:**

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1. Analyze how political leaders are selected, implement their leadership styles, and the governmental framework they create in.

### **11th grade US History:**

1. Analyze the roles and influence of political parties and interest groups from reconstruction to the present.

### **12th grade: Electives - Political Science**

1. Describe the structure of government & purpose of laws.
2. Explain the importance of the following principles: Limited government, Majority rule and minority rights, Constitution and civil rights, Checks and balances, and merits of previously listed principles.
3. Explain the processes pertaining to: Selection of political leaders (emphasis on presidential and parliamentary), functions/styles of leadership( authoritarian, democratic and laissez faire), Governmental systems, and how laws are made, enforced, and interpreted.
4. Evaluate the roles/influence of political parties, interest groups, and think tanks
5. Explain importance of the principles of government since Reconstruction: Majority and minority rights, Constitution and civil rights, and Checks and balances.







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### Strand 3: Missouri, United States, and World History

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#### Kindergarten

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None

#### 1st Grade:

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1. Describe contributions of non-Missourians (Abraham Lincoln and George Washington)

#### 2nd Grade:

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1. Compare and contrast habitats, resources, art, and daily lives of North Americans (Woodland and Plains Indians)

#### 3rd Grade:

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1. Knowledge and contributions of non-Missourians (Martin Luther King Jr..)

#### 4th grade:

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1. Identify and describe the importance of contributions made by Famous Missourians
2. Locate and describe settlements of people of European and African heritage.
3. Outline issues of MO statehood, such as the Missouri Compromise.
4. Summarize the events of Westward expansion.
5. Knowledge of contributions of non-Missourians.
6. Sequence and describe the importance of the Louisiana Purchase and Lewis and Clark expedition.
7. Explain Missouri's role in the Civil War.
8. Evaluate the impact of Westward expansion on Native Americans in Missouri.
9. Describe the changes in Missouri since the Civil War (education, transportation, and communication.)

### **5th grade:**

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1. Summarize the viability and diversity of Native American cultures before Europeans came.
2. Outline the discovery, exploration, and early settlement of America.
3. Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful.
4. Investigate the causes and consequences of Westward Expansion (Texas/Mexican War, Oregon Territory, CA Gold Rush)
5. Examine cultural interactions among Native American, Immigrants from Europe, and Africans brought to America, from colonial times to the Civil War.
6. Identify political, economical, and social causes and consequences of the Civil War and Reconstruction.

### **6th grade:**

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1. Describe the advances in culture and technology from the first civilization to the Middle Ages and be able to identify similarities and differences between Greek and Roman societies (Mesopotamia, Egypt, Kush, India, China, Greece, Rome, Japan, Europe, and Latin America.)

### **7th grade:**

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1. none

## **8th grade:**

1. Understand migrations of people from many regions to North America and analyze the viability and diversity of Native American cultures before Europeans came to America.
2. Evaluate the importance of the discovery, exploration, and early settlement of America.
3. Understand the perspectives of the American Revolution and the justification of the drafting of the US Constitution.
4. Assess the significance of Westward Expansion and the settlement of the United States.
5. Analyze the cultural interactions among the Native Americans, immigrants from Europe, and Africans brought to America.
6. Summarize reform movements such as abolitionism, women's movement, and Jacksonian Democracy.
7. Understand the political, economic, and social causes and effects of the Civil War.

## **9th Grade Civics:**

1. Analyze the revolution of American Democracy, its ideas, institutions, and political processes.
2. Discuss and explain the enlightenment and its challenge to absolutists /monarchies throughout the world .

## **10th Grade Modern World History:**

1. Describe the contribution of major revolutions and their impact on the history of the world.
2. Explain the impact and consequences of the Columbian exchange on world history.
3. Explain how the Industrial Revolution changed the economics, social structure, and political globalization throughout the world.

## **11th grade US History:**

1. Describe the historical development of the American economy including: impact of geographic factors, role of the frontier and agriculture, the impact of technological change and urbanization on land, resources, society, politics, and culture; changing relationships between government and the economy.
2. Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, and cultures in the United States.
3. Examine and analyze the wars of the 20th century pertinent to US history including: causes, comparisons, consequences, and peace efforts.

## **12th grade: Electives - Political Science**

1. Evaluate the Enlightenment, including its principle ideas, antecedents, and challenges to absolutist monarchies and its affect on world

history.

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# Social Studies

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### Strand 4: Economic Concepts and Principles

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#### Kindergarten

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1. Identify examples of scarcity and opportunity costs. (in crayola terms :) )

#### 1st Grade:

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1. Explain and use basic economic concepts to interpret historic and current events.
2. Identify examples of private goods and services.
3. Describe relationships among consumers, consumption, producers, and production.

#### 2nd Grade:

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1. Explain and use basic economic concepts to interpret historic and current events.
2. Explain and demonstrate how people trade using money and bartering.
3. Understand the consequences of personal and public economic decisions.
4. Explain how to make decisions using cost-benefit analysis.

#### 3rd Grade:

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1. Using the basic economic concepts to explain and interpret historical and current events.
2. Identify and explain public goods and services.
3. Distinguish among natural, capital, and human resources.
4. Understand consequences of personal and public economic decisions.
5. Identify taxes that students experience (sales taxes).
6. List how tax monies are used, who benefits from tax-supported services and who pays for the services.

#### **4th grade:**

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1. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events (supply and demand, savings, and investments).
2. Understanding the consequences of personal and public economic decisions.
3. Interpret past, explain present, and predict future consequences of economic decisions.
4. Explain how the state gets the money needed to provide goods and services through taxes.
5. Explain how decisions of households, businesses, and governments affect one another.

#### **5th grade:**

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1. Interpreting the past, present, and predicting the future of economic decisions.
2. Apply the following economic concepts: scarcity, supply and demand, trade-offs (opportunity cost)
3. Identify the role of technology in our economy and how it has changed from an agricultural to industrial economy.

#### **6th grade:**

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1. Apply scarcity, supply and demand, specialization, trade-offs, and sources of wealth relating to ancient civilizations.
2. Understand consequences of personal and public economic decisions in the ancient world.
3. Interpret past economic decisions, explain present conditions, and predict future consequences of economic decisions based on ancient world examples.

#### **7th grade:**

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1. Create and explain examples of global markets using principles of Gross Domestic Product, inflation, market economies and trends.

#### **8th grade:**

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1. Understand the economic concepts and principles including productivity, market system, and the laws of supply and demand.
2. Apply the economic concepts of the business cycle, unemployment, and the market economy.
3. Describe how decisions and actions of governments, businesses, groups, and individuals affect each other in a market economy.
4. Understand various types of taxes and their purposes.
5. Assess the role of technology in our economy and how it has changed from an agricultural to an industrial economy.
6. Interpret the past, explain the present, and predict future consequences of economic decisions.

### **9th Grade Civics:**

1. Explain the roles of people, business, and government play in economic systems (monetary and fiscal policy, market economy)

### **10th Grade Modern World History:**

1. None

### **11th grade US History:**

1. Explain the functions and effects of major economic institutions of the US economy, such as corporation, labor unions, and financial institutions.
2. Explain the US role in the global economy and the roles of trade, treaties, international organizations, and comparative advantage in the global economy.
3. Identify the roles of the government in the US economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth, and justice).

### **12th grade: Electives - Political Science**

1. Analyze the roles that people, businesses, and government play in economic systems, such as: Monetary Policy (Federal Reserve System influences on interest rates and money supply), Fiscal policy (Government taxation and spending).

2. Identify the roles of government in a market economy: Defining and protecting property rights, Maintaining competition, Promoting goals of full employment, stable prices, and growth and justice.

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# Social Studies

## K-12 MAJOR STRAND GLE's ACROSS GRADE LEVELS

*Scope and Sequence*

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### Strand 5: Elements of Geographical Study and Analysis

#### Kindergarten

1. Students will identify maps and globes as geographic tools.

#### 1st Grade:

1. Read and construct maps.
2. Use a compass rose to identify cardinal directions.
3. Concepts of location to make predictions and solve problems (locate a place and describe it's relative location).

#### 2nd Grade:

1. Construct maps with a title and key.
2. Identify and describe physical characteristic in the world (landforms, water bodies, the seven continents and four oceans).
3. Describe why people of different groups settle more in one place than in another.
4. Describe different types of communication and transportation and identify their advantages/disadvantages.
5. Define regions (places that have same unifying characteristics).
6. Use geography to explain the present.

#### 3rd Grade:

1. Describe and use absolute location using a grid system.
  2. Identify examples of different regions.
  3. Explain why people living in different places are specializing in different ways of making a living have a need to interact with one another.
  4. Describe various ecosystems in Missouri and the world and what physical factors cause them to be as they are.
5. Read and construct maps.
  6. Identify and locate the Mississippi and Missouri Rivers.

7. Locate and identify the states bordering Missouri on a map.

#### **4th grade:**

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1. Read and construct maps.
2. Understand the concept of location to make predictions and solve problems (identify and locate the Mississippi and Missouri Rivers, locate and identify states bordering Missouri on a map, describe and use absolute location using a grid system).
3. Recognize relationships within places (Missouri ecosystems and the world & what physical factors cause them to be as they are).
4. Understanding relationships between and among places.
5. Describe how changes in communication and transportation technologies affect people's lives.
6. Explain why people living in different ways of making a living have a need to interact with each other.
7. Understanding relationships between and among regions (identify examples of different regions: urban, rural, recreational areas, wheat-producing region, business district, etc).

#### **5th grade:**

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1. Use geographic research sources to acquire information and answer questions.
2. Construct maps.
3. Locate major cities in Missouri and the United States (esp. Kansas City, Springfield, St. Louis, Jeff City, Columbia, & St. Joseph).
4. Locate states and major topographic features of the United States.
5. Locate and describe real places using absolute and relative location.
6. Identify physical characteristics such as climate, topography, relationship to water and ecosystems.
7. Identify human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political systems (population composition, architecture, economic and recreational activities).
8. Identify different kinds of regions in the United States.
9. Identify major patterns of population distribution, demographics, and migrations in the United States.
10. Use geography to interpret the past, explain the present, and plan for the future (why rivers are important to transportation).

## **6th grade:**

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1. Use maps and geographic research to acquire and process information to answer questions and solve problems.
2. Understand location: locate major cities and nations of the world, continents, oceans, major topographic features.
3. Describe geographic places using absolute and relative location.
4. Understand place: describe physical characteristics such as climate, topography, and relationship to water and ecosystems.
5. Describe human characteristics such as: education, language, diversity, economies, religions, settlement patterns, ethnic background and political systems.
6. Understand relationships between and among places: describe trade patterns, explain how supply and demand influence movements of goods and services, human, natural, and capital resources.
7. Understand relationships between and among regions: compare and predict how life in one region in the world differs from that in another.
8. Describe patterns of population distribution, demographics, and migrations of ancient peoples and how those patterns impacted culture and community life.
9. Identify resource distribution of ancient civilizations and how culture and technology influenced resource use.
10. Identify environmental consequences of resource use.
11. Identify the efforts of natural forces on human activity.
12. Use geography to interpret and explain the past, present, and future, including planning for the future.

## **7th grade:**

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1. Create world maps based on prior knowledge, current political maps, and analyze relationships between present and historical societies.

## **8th grade:**

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1. Use/evaluate geographic research to solve problems and make predictions.
2. Locate states, cities, and topographic features of the United States.
3. Describe places using absolute and relative location.
4. Analyze and describe physical and human characteristics of geographic places and cultural traits.
5. Explain how changes in technology affect people's movements, inventions, etc.
6. Explain how regions of the United States relate to one another and how they change over time.

### **9th Grade Civics:**

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1. none

### **10th Grade Modern World History:**

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1. None

### **11th grade US History:**

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1. Explain how and why places change.
2. Explain how different people may perceive the same place in varied ways.
3. List and explain criteria that give regions their identities in different periods of US history.
4. Explain how and why regions change.

### **12th grade: Electives - Political Science**

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1. None









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## K-12 MAJOR STRAND GLE's ACROSS GRADE LEVELS

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

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#### Kindergarten

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1. Students will name common physical, social, and emotional needs.

#### 1st Grade:

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1. Understand how cultures meet the needs of people.
2. Explain how people have common physical, social, and emotional needs.

#### 2nd Grade:

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#### 3rd Grade:

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1. Compare how people's needs have been met in different ways in different cultures at various times.
2. Describe various methods of resolving conflicts.
3. Take part in a constructive process or method for resolving conflicts (identify problem list, alternatives, select criteria for judging and evaluating alternatives and making a decision.

#### 4th grade:

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#### 5th grade:

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1. Understand how cultures meet the needs of people.
2. Explain how people have common physical, social, and emotional needs.

### **6th grade:**

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1. Know how needs of individuals are met (families, friends, groups and organizations, governments, businesses, schools, religious organizations, and charities).
2. Describe how cultural traditions, human actions, and institutions affect people's behavior.
3. Identify how personal and group experiences influence perceptions of events.
4. Describe how ideas, concepts, and traditions change over time.

### **7th grade:**

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1. Analyze how needs of individuals are met (families, friends, groups and organizations, governments, businesses, schools, religious organizations, and charities).
2. Analyze how cultural traditions, human actions, and institutions affect people's behavior.
3. Identify how laws and events affect members of groups and relationships among groups.
4. Evaluate constructive processes or methods for resolving conflicts.

### **8th grade:**

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1. Analyze how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group.
2. Describe how laws and events affect members of groups and relationships among groups.
3. Assess how personal and group experiences influence people's perceptions and judgments of events.
4. Analyze how ideas, concepts, and traditions have changed over time.

### **9th Grade Civics:**

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1. Analyze how roles of class, ethnic, racial, gender, and age groups have changed in society including causes and effects.

4. Analyze how roles of class, ethnic, racial, gender, and age groups have changed in society, including causes and effects.

### **10th Grade Modern World History:**

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1. None

### **11th grade US History:**

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1. Distinguish between fact and opinion and analyze sources to recognize bias and points of view.
2. Develop a research plan and identify appropriate resources for investigating social studies topics.
3. Interpret maps, stats, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, written resources, art and artifacts.

### **11th and 12th Grade Psychology/Sociology**

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1. Compare and contrast the major ideas and beliefs of different cultures.
2. Analyze how the roles of class, ethnic, racial, gender, and age groups have changed in society, including causes and effects.
3. Describe major social institutions (family, educational, religion, economy, and governments) and how they fulfill human needs.
4. Predict the consequences that can occur when: institutions fail to meet the needs of individuals and groups; institutions fail to carry out their personal responsibilities.
5. Determine the causes, consequences, and possible resolutions of cultural conflicts.

### **12th grade: Electives - Political Science**

1. Analyze how the role of class, ethnic, racial, gender and age groups in society, including cause and effect.
2. Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs
3. Predict the consequences that can occur when: Institutions fail to meet the needs of individuals and groups, Individuals fail to carry out their personal responsibilities.

4. Determine the causes, consequences and possible cultural conflicts.









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### Strand 7: Tools of Social Science Inquiry: **To be embedded into strands 1-6**

#### **Kindergarten**

- Identify visual, graphic and auditory aids (posters and recordings)
  - Identify primary and secondary sources (diaries, letters, people, interviews, journals and photos)
- Identify library and media resources (videos, electronic resources, periodicals and books)
- Identify artifacts (building structures and materials, works of art representative of cultures, fossil, pottery, tools, clothing, musical instruments)

#### **1st Grade:**

- Identify visual, graphic and auditory aids (globes and maps)
- Identify primary and secondary sources (diaries, letters, people, interviews, journals and photos)
- Identify artifacts (building structures and materials, works of art representative of cultures, fossil, pottery, tools, clothing, musical instruments)

#### **2nd Grade:**

- Identify visual, graphic and auditory aids (charts and graphs)
- Identify , select, and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)
- Identify and select library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories and books)
- Identify and select artifacts (building structures and materials, works of art representative of cultures, fossil, pottery, tools, clothing, musical instruments)

#### **3rd Grade:**

- Identify ,select, and use visual, graphic and auditory aids (timelines and diagrams)
- Identify, use and create primary and secondary sources (diaries, letters, people, interviews, journals and photos)
- Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories and books)
- Identify and use artifacts (building structures and materials, works of art representative of cultures, fossil, pottery, tools, clothing, musical instruments)

instruments)

#### **4th grade:**

- Identify visual, graphic and auditory aids
- Use and evaluate primary and secondary sources (diaries, letters, people, interviews, journals and photos)
- Identify and select library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons)
- Identify and create artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)
- Create maps, diagrams and cartoons to enhance studies in civics, history, economics and geography

#### **5th grade:**

- Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters.
- Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions
- Create maps, graphs, timelines, charts and diagrams to communicate
- Distinguish between fact and opinion and recognize bias and points of view
- Use technological tools for research and presentation
- Identify, research and defend a point of view/position

#### **6th grade:**

- Select, investigate, and present a topic using primary and secondary resources, such as oral interview, artifacts, journals, documents, photos and letters .
- Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions
- Create maps, graphs, timelines, charts and diagrams to communicate information
- Distinguish between fact and opinion and recognize bias and points of view
- Use technological tools for research and presentation
- Identify, research and defend a point of view/position

#### **7th grade:**

- Select, investigate, and present a topic using primary and secondary resources, such as oral interview, artifacts, journals, documents, photos and letters
- Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions

- Create maps, graphs, timelines, charts and diagrams to communicate information
- Distinguish between fact and opinion and recognize bias and points of view
- Use technological tools for research and presentation
- Identify, research and defend a point of view/position

### **8th grade:**

- Select, investigate, and present a topic using primary and secondary resources, such as oral interview, artifacts, journals, documents, photos and letters
- Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions
- Create maps, graphs, timelines, charts and diagrams to communicate information
- Distinguish between fact and opinion and recognize bias and points of view
- Use technological tools for research and presentation
- Identify, research and defend a point of view/position

### **9th Grade Civics:**

- \* Distinguish between and analyze primary sources and secondary sources
- \* Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies
- \* Distinguish between fact and opinion and analyze sources to recognize bias and points of view
- \* Develop a research plan and identify appropriate resources for investigating social studies topics

### **10th Grade Modern World History:**

- \* Distinguish between and analyze primary sources and secondary sources
- \* Distinguish between fact and opinion and analyze sources to recognize bias and points of view
- \* Develop a research plan and identify appropriate resources for investigating social studies topics
- \* Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts

### **11th grade US History:**

- \* Distinguish between and analyze primary sources and secondary sources

- \* Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies
- \* Distinguish between fact and opinion and analyze sources to recognize bias and points of view
- \* Develop a research plan and identify appropriate resources for investigating social studies topics
- \* Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts

## **12th Grade Elective Political Science**

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- \* Distinguish between and analyze primary sources and secondary sources
- \* Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies
- \* Distinguish between fact and opinion and analyze sources to recognize bias and points of view
- \* Develop a research plan and identify appropriate resources for investigating social studies topics
- \* Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts







