

Missouri State Standards

Correlated to

Reading Essentials in Social Studies Perfection Learning Corporation

Grade 4

| Standards for Social Studies | Reading Essentials Titles |
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| Principles of Constitutional Democracy | |
| 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | State and Local Government Elections and Political Parties The Legislative Branch The Executive Branch The Judicial Branch Democracy Mount Rushmore The Star-Spangled Banner The Statue of Liberty Washington, D.C. The Vietnam Veterans Memorial |
| A. (1) Knowledge of the Constitution as the fundamental law of our nation | State and Local Government Elections and Political Parties The Executive Branch The Legislative Branch The Judicial Branch Democracy |
| Identify and explain why Missouri has a constitution and why the state makes and enforces laws | State and Local Government |
| B. (2) Citizens have both rights and responsibilities | State and Local Government Elections and Political Parties |
| 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 | Democracy |
| C. (3) Understanding of the main purposes of United States documents | Democracy State and Local Government The Legislative Branch The Executive Branch |
| Explain the major purpose of the Constitution | State and Local Government Elections and Political Parties The Executive Branch The Legislative Branch The Judicial Branch Democracy |
| Explain the major purpose of the Bill of Rights | Democracy |
| D. (4) Knowledge of the symbols of our nation | Mount Rushmore The Star-Spangled Banner The Statue of Liberty Washington, D.C. The Vietnam Veterans Memorial |

| Standards for Social Studies | Reading Essentials Titles |
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| Missouri, United States and World History | |
| 2a. Knowledge of continuity and change in the history of Missouri, the United States and the world | The Southeast The Southwest The West The Northeast The Midwest Courage on the Oregon Trail Democracy |
| A. (1) Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times | The Midwest |
| 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 | The Midwest The West |
| Locate and describe settlements in Missouri of people of European and African heritage | |
| Outline issues of Missouri statehood, such as the Missouri Compromise | |
| Summarize the events in westward expansion, including people's motivation, their hardships and Missouri as a jumping-off point to the West | The Midwest Courage on the Oregon Trail |
| Explain Missouri's role in the Civil War, i.e., Missouri as a border state | The Midwest |
| Describe the changes in Missouri since the Civil War in education, transportation and communication | |
| B. (2) Knowledge of the contributions of non-Missourians | The Southeast The Southwest The West The Northeast The Midwest |
| Describe the contributions of Thomas Jefferson | The Midwest The West Democracy |
| Sequence and describe the importance of Louisiana Purchase | The Southwest The West The Midwest |
| Sequence and describe the importance of Lewis and Clark Expedition | The West The Midwest |
| Evaluate the impact of westward expansion on Native American in Missouri. | The Midwest |

| Standards for Social Studies | Reading Essentials Titles |
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| Principles and Process of Governance Systems | |
| 3. Knowledge of principles and processes of governance systems | The Legislative Branch The Executive Branch The Judicial Branch State and Local Government Elections and Political Parties Democracy |
| A. (1) Knowledge of democratic principles of governance, especially as applied to school, community and state | State and Local Government Democracy |
| B. (2) A general knowledge of how and by whom authoritative decisions are made, enforced and interpreted within these governance systems | The Legislative Branch The Executive Branch The Judicial Branch State and Local Government Elections and Political Parties Democracy |
| Describe how authoritative decisions are made, enforced and interpreted within the state government | State and Local Government |
| C. (3) Knowledge of the functions of the three branches of government | The Legislative Branch The Executive Branch The Judicial Branch Democracy |
| Identify and explain the functions of the three branches of government in the state government | State and Local Government |
| Economic Concepts and Principles | |
| A. (1) Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events | The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa State and Local Government |
| Compare saving and financial investment Explain supply and demand | |

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| B. (2) Economic decision-making | |
| 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) | State and Local Government The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa |
| C. (3) The existence and purposes of taxes | State and Local Government |
| Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes | State and Local Government |
| D. (4) Interdependence of households, businesses and governments | State and Local Government |
| Explain how decisions of households, businesses and governments affect one another | State and Local Government |
| 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 | The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa China (The Ancient World) Rome The Vikings Greece Egypt Carlsbad Caverns Everglades Grand Canyon Redwood Yellowstone |

| Standards for Social Studies | Reading Essentials Titles |
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| A. (1) Reading and constructing maps | Redwood Everglades Courage on the Oregon Trail Traveling on the Freedom Machines of Transportation Age Washington Is Burning! The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa The Vikings China (The Ancient World) Feudalism The Legislative Branch |
| Construct and interpret maps | Redwood Everglades Courage on the Oregon Trail Traveling on the Freedom Machines of Transportation Age Washington Is Burning! The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa The Vikings China (The Ancient World) Feudalism The Legislative Branch |

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| <p>B. (2) Geography of Missouri and the United States: Location</p> | <p>The Midwest The Southeast The Southwest The West The Northeast</p> |
| <p>Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph</p> | |
| <p>C. (3) Geography of Missouri and the United States: Place Describe human characteristics of a place, (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.)</p> | <p>The Midwest The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa China (The Ancient World) Rome The Vikings Greece Egypt</p> |
| <p>D. (4) Relationships within places (Human-Environment Interactions) (Movement)</p> | <p>The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa China (The Ancient World) Rome The Vikings Greece Egypt</p> |

| Standards for Social Studies | Reading Essentials Titles |
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| Describe how people are affected by, depend on, adapt to and change their environments | The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa China (The Ancient World) Rome The Vikings Greece Egypt |
| E. (5) Relationships between and among places | The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa China (The Ancient World) Rome The Vikings Greece Egypt |
| F. (6) Regions | The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa |

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|---|---|
| <p>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)</p> | <p>The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa</p> |
| <p>G. (7) Uses of geography to interpret, explain and predict</p> | <p>The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa China (The Ancient World) Rome The Vikings Greece Egypt Carlsbad Caverns Everglades Grand Canyon Redwood Yellowstone</p> |

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| <p>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)</p> | <p>The Southeast The Southwest The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa China (The Ancient World) Rome The Vikings Greece Egypt Carlsbad Caverns Everglades Grand Canyon Redwood Yellowstone</p> |
| <p>Relationships of Individual and Groups to Institutions and Traditions</p> | |
| <p>6. Knowledge of relationships of the individual and groups to institutions and cultural traditions</p> | <p>The Southwest The Southeast The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa China (The Ancient World) Rome The Vikings Greece Egypt Socialism and Communism State and Local Government</p> |

| Standards for Social Studies | Reading Essentials Titles |
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| <p>A. (1) Cultures meeting the needs of people</p> | <p>The Southwest The Southeast The West The Northeast The Midwest Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa China (The Ancient World) Rome The Vikings Greece Egypt</p> |
| <p>B. (2) Groups meeting the needs of individuals</p> | <p>Socialism and Communism State and Local Government</p> |
| <p>Analyze how needs are met by groups and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.)</p> | <p>Socialism and Communism State and Local Government Australia Brazil China (Country Connections II) Russia United Kingdom Canada India Japan Mexico South Africa The Southwest The Southeast The West The Northeast The Midwest</p> |
| <p>C. (3) Methods of resolving conflicts</p> | |
| <p>Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer</p> | |

| Standards for Social Studies | Reading Essentials Titles |
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| Tools of Social Science Inquiry | |
| 7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents) | All Reading Essentials in Social Studies Titles |
| A. (1) Identify, select, use and create appropriate resources for social science inquiry | All Reading Essentials in Social Studies Titles |
| Identify, select and use visual, graphic and auditory aids | <p>Timelines: Elections and Political Parties The Legislative Branch The Judicial Branch The Executive Branch China (The Ancient World) The Vikings Rome Greece Egypt Feudalism</p> <p>Diagrams: Spies of the American Revolution Conrad Elroy, Powder Monkey The Star-Spangled Banner Mount Rushmore The Vietnam Veterans Memorial Feudalism China (Country Connections II) Brazil The Judicial Branch State and Local Government Elections and Political Parties The Legislative Branch</p> <p>Charts: China (The Ancient World) The Vikings Rome Greece Egypt State and Local Government The Executive Branch</p> |

| Standards for Social Studies | Reading Essentials Titles |
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| <p>Use and evaluate primary and secondary sources (diaries, letters, people, interviews, journals and photos)</p> | <p>Primary Sources: The War Between Bosses and Workers Immigrants and Neighbors On Both Sides of the Civil War Traveling on the Freedom Machines of the Transportation Age Spies of the American Revolution Pioneer Pilots and Flying Aces of World War I World War II Women in Uniform Washington, D.C. The Statue of Liberty The Star-Spangled Banner Mount Rushmore The Midwest The Southwest The Northeast State and Local Government The Executive Branch Democracy Socialism and Communism Feudalism The Legislative Branch</p> <p>Interviews: State and Local Government The Judicial Branch The Legislative Branch</p> <p>Letters: Pioneer Pilots and Flying Aces of World War I</p> <p>All 50 books contain photographs.</p> |
| <p>Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons)</p> | |
| <p>Identify and create artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p> | <p>Washington Is Burning! The War of 1812 China (The Ancient World) The Vikings Rome Greece Egypt Democracy Ancient Governments Socialism and Communism Monarchy Feudalism Japan China (Country Connections II) Mexico India</p> |

| Standards for Social Studies | Reading Essentials Titles |
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| B. (2) Create maps, timelines, diagrams and cartoons | |
| Create maps, timelines, diagrams and cartoons to enhance studies in civics, history, economics and geography | |