

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard A: Geography</b>										
A.1	List and define the five themes of geography: location, place, human-environment interaction, movement, and region					I	D	M	R	R
A.2	Use pictures, symbols, and diagrams to describe his/her environment	I	D	D	M					
A.3	Use charts, graphs, and maps to gather information about their community		I	D	M					
A.4	Use charts, graphs, and maps to gather information about places outside their community				I	D	M			
A.5	Recognize our world has continents, countries, states, cities (towns), and neighborhoods	I	D	D	M					
A.6	Locate physical features (landforms, bodies of water, islands, mountains) on a map and globe	I	D	D	M					
A.7	Tell how maps and globes are used and why they are important		I	D	M					
A.8	Identify map scales and keys and describe their purpose		I	D	M					
A.9	Read increasingly complex maps		I	D	D	M	R	R	R	R
A.10	Use map vocabulary (model, symbol, map key, cardinal directions, relative location) to interpret picture maps		I	D	M	R	R	R	R	R
A.11	Determine distance on a map			I	D	D	M	R	R	R
A.12	Navigate from a student created or prepared map			I	D	D	D	M	R	R
A.13	Use a compass rose to identify the cardinal directions (north, south, east, west)		I	D	M					
A.14	Identify the intermediate directions on maps and globes			I	D	M				

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard A: Geography</b>										
A.15	Determine relative location (over/under, left/right, up/down, here/there)	I	D	M						
A.16	Locate a place on a map and describe its relative location		I	D	M	R				
A.17	Define and determine absolute location using a grid system				I, D	M				
A.18	Determine absolute location using latitude/longitude readings						I	D	D	M
A.19	Know the definition and location of the equator and prime meridian		I	M	R	R				
A.20	Name and locate the four hemispheres		I	D	M	R				
A.21	Identify and locate the seven continents and four oceans		I	D	M					
A.22	Draw a map of his/her classroom, school, and/or neighborhood		I	D	M					
A.23	Identify Missouri and United States on a map of North America			I	D	M	R			
A.24	Draw and label from memory a map of Missouri showing major cities and key physical features					I	D		M	
A.25	Identify and locate the Mississippi and Missouri Rivers				I, D, M					
A.26	Locate and identify the states bordering Missouri on a map				I, D, M					
A.27	Draw and label from memory a map of the Western Hemisphere showing locations of bodies of water, key mountain ranges, and continents									
					I	D	M		R	

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard A: Geography</b>										
A.28	Draw and label from memory a map of the Eastern Hemisphere showing locations of bodies of water, mountain ranges, and continents						I	D	M	R
A.29	Draw and label from memory a map of the world showing location of bodies of water, mountain ranges, and continents						I	D	M	R
A.30	Summarize the local community's landforms, bodies of water, natural resources, demographics				I	D	M			
A.31	Summarize Missouri's key landforms, bodies of water, major cities, natural resources, demographics					I	D, M		R	
A.32	Locate states and major topographical features of the United States						I		D	M
A.33	Summarize United State's key landforms, bodies of water, major cities, natural resources, demographics								I	D
A.34	Locate, describe, and compare the regions of the United States						I	D	M	
A.35	Locate, describe, and compare the major geographic regions of the world							I	D	M
A.36	Compare Missouri to other world locations (similar landforms, natural resources)							I	D	M
A.37	Locate major cities and nations of the world							I	D	D
A.38	Locate the major areas of early world civilizations on a map							I, D		
A.39	Read and interpret political, physical, and thematic maps				I	D	D	M	R	R
A.40	Compare information from political, physical, and thematic maps					I	D	D	D	M

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard A: Geography</b>										
A.41	Read a variety of geographic representations (political, physical, and topographic maps, a globe, aerial photographs, satellite images) to gather and compare information about a place							I	D	D
A.42	Read a variety of geographic representations to answer questions and solve problems							I	D	D
A.43	Identify a material for recycling	I	D	M						
A.44	Analyze ways to recycle and reuse		I	D	M	R	R	R	R	R
A.45	Evaluate the consequences of recycling				I	D	D	M	R	R
A.46	Recommend ways that people can help keep their environment clean	I	D	M	R	R	R	R	R	R
A.47	Explain how people used resources in the past and how their usage contributed to current environmental issues				I	D	M	R	R	R
A.48	Identify and compare the natural resources of world regions using a statistical atlas, aerial photographs, satellite images and computer databases							I	D	D
A.49	Describe simple differences and similarities between ways people live in cities and on farms	I,D	M							
A.50	Define and describe cultural diversity (clothing, food, traditions)		I	D	D	M				
A.51	Describe how architecture and decoration reflect cultural values and ideas (cathedrals, sacred cities, capitol buildings)						I	D	D	M
A.52	Give examples of how the natural environment influences people’s lives (recreation, clothing, shelter, occupations, and community settlement)						I	D	D	M

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard A: Geography</b>										
A.53	Describe the difference between physical characteristics (climate, topography, ecosystems) and human characteristics (language, education, diversity, economies, religions, political systems)							I	D	M
A.54	Give examples of seasonal weather changes and describe the social, economic, and physical effects of predictable seasonal weather changes		I	D	D	M				
A.55	Give examples of unpredictable environmental changes(floods, droughts, snowstorms) and describe the social, economic, and physical effects of unpredictable environmental changes							I	D	M
A.56	Compare the effect on the earth of physical changes(erosion, tsunamis, earthquakes) versus human changes (pollution, natural resources usage, construction)							I	D	M
A.57	Describe the movement of people, fads, goods, resources, and diseases throughout the world							I	D	M
A.58	Describe trade patterns, explaining how supply and demand influence movement of goods and services, humans, natural resources							I	D	D
A.59	Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life								I	D
A.60	Give examples of how modern inventions can have positive/negative effects on the environment		I	D	M			R	R	R
A.61	Describe modes of transportation and communication	I	D	M				R		

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard A: Geography</b>										
A.62	Explain how geography determined modes of transportation and communication		I	D	M			R		
A.63	Describe how changes in communication and transportation technologies affect people’s lives			I	D	M		R		
A.64	Identify major discoveries in science/technology (irrigation, aqueducts, roads, bridges) and describe their effects on the natural and human environments						I	D	D	M
A.65	Explain the need for religious values, laws and policies to regulate science and technology							I	D	D
A.66	Summarize and evaluate current global issues								I	D
<b>Standard B: History, Time, Continuity and Change</b>										
B.1.	Describe and compare differences between past and present	I	D	M						
B.2	Relate days of the week and months of the year to the passage of time	I	M							
B.3	Describe oneself and family in past, present, and future terms (i.e. baby to grown up)	I	M							
B.4	Understand how communities change over time		I	D	D	M				
B.5	Recognize the progression of communities from family, city, state, nation, to the world		I	D	D	M				
B.6	Retell/repeat past events, legends, Bible stories appropriate for grade level	I	D	M	R	R	R	R	R	R
B.7	Differentiate between factual and fictional historical accounts				I	D	M	R	R	R
B.8	Read a time line	I	D	D	M	R	R	R	R	R
B.9	Create a time lines to sequence at least four events		I	D	M	R				

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard B: History, Time, Continuity and Change</b>										
B.10	Create a time line to select, organize and sequence information that describes eras in Missouri history					I	M			
B.11	Create a time line to select, organize and sequence information describing eras in United States history						I		D	D
B.12	Evaluate ways to preserve the past					I	D	D	D	D
B.13	Draw a conclusion based on an artifact							I	D	D
B.14	Identify and interpret primary documents						I	D	D	D
B.15	Interpret political cartoons						I	D	D	D
B.16	Summarize and draw conclusions regarding information on graphs, charts, and time lines					I	D	D	D	M
B.17	Identify and interpret various sources of information to understand the past (artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, speeches, charts)				I	D	D	D	D	D
B.18	Explain the meaning of historical accounts by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed					I	D	D	D	D
B.19	Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians					I	D	D	M	R
B.20	Describe how history can be organized by grouping people and events chronologically, geographically, thematically, or by issues						I	D	D	M

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard B: History, Time, Continuity and Change</b>										
B.21	Develop and compare timelines identifying major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas (Joan of Arc, Henry the VIII, Martin Luther)							I	D	D
B.22	Use the terms "decade," "century," and "millennium," and compare alternative ways that historical periods and eras are organized							I	D	D
B.23	List the steps of a decision making model and apply it to a historical problem						I	D	D	M
B.24	Describe the cause and effect of wars, economic issues, natural disasters, political decisions						I	D	D	M
B.25	Analyze cause and effect relationships, keeping in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history							I	D	D
B.26	Form research questions, and use a variety of information resources (books, magazines, newspapers, radio, television, web sites, databases, individuals, organizations) to obtain, evaluate, and present historical data							I	D	D
B.27	Identify and describe Native American tribes, habitats, lifestyles			I		D	M			
B.28	Recognize Native American contributions, particularly in Missouri					I, D	M			
B.29	Identify and describe important events and famous people in the local community		I	D	D	M				

I – Introduce  
D- Develop

M-Master  
R-Reinforce



# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard B: History, Time, Continuity and Change</b>										
B.30	Describe the contributions of famous Americans typically studied in k-3 programs (George Washington, Abraham Lincoln, Martin Luther King, Jr., Harriet Tubman)	I	D	D	M					
B.31	Identify and describe famous Americans who made contributions to our national heritage					I	D		D	
B.32	Recognize images of famous Americans, past and present (photographs, busts, statues)	I	D	D	M	R	R	R	R	R
B.33	Examine the lives of ordinary people in Missouri					I, D	M			
B.34	Identify and describe Missouri natives who made contributions to our state and national heritage					I, D	M			
B.35	Outline issues of Missouri statehood, such as the Missouri Compromise and Missouri's role in the Civil War					I, D			M	
B.36	Compare and contrast social, economic, political, and cultural changes in contemporary Missouri life with life in the past					I, D	M			
B.37	Identify and explain the significance of state symbols and state flag				I, D	M				
B.38	Recognize famous state landmarks and monuments		I	D	D	M				
B.39	Recognize famous American landmarks and monuments		I	D	D	D	M		R	R
B.40	Identify religious, state, and national holidays	I	D	M						
B.41	Analyze the importance of national holidays in building civic pride					I	D		M	

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard B: History, Time, Continuity and Change</b>										
B.42	Describe examples of cooperation and interdependence among individuals and groups (pilgrims and Native Americans, parish and the Knights of Columbus, church and school)		I	D	D	M				R
B.43	Describe examples of cooperation and interdependence among states and nations				I	D	M		R	R
B.44	Analyze examples of conflict among groups, societies, or nations						I	D	M	R
B.45	Evaluate the importance of the discovery, exploration, and early settlement of America						I		D	
B.46	Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful						I		D	
B.47	Justify the drafting of the Constitution and its effects on the formation of the new nation						I		D, M	
B.48	Identify the historical background and meaning of political values of freedom, justice, democracy and equality found in key documents					I	D	D	M	R
B.49	Analyze settlement patterns in the U.S. and the impact of early European settlement						I		D	
B.50	Analyze the causes of immigration to the U.S.						I		D	M
B.51	Assess the significance of Westward Expansion including: Louisiana Purchase, Lewis and Clark Expedition, Missouri Compromise, Texas and the Mexican War, Oregon Territory, and California Gold Rush						I		D	
B.52	Identify U.S. land acquisitions						I		D	M

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard B: History, Time, Continuity and Change</b>										
B.53	Summarize reform movements such as: Abolitionism, Women’s movement, and Jacksonian Democracy						I		D	
B.54	Interpret political, economic and social causes and consequences of the Civil War and Reconstruction						I		D	M
B.55	Describe the migrations of people from many world regions and their contributions to America’s history from Reconstruction to the present									I
B.56	Explain the impact of progress from handmade goods to mass production					I	D		M	
B.57	Describe and evaluate the evolution of U.S. domestic policy from Reconstruction to the present including Manifest Destiny, immigration policies, and the New Deal									I
B.58	Describe and evaluate the evolution of U.S. foreign policy from Reconstruction to the present including isolationism, imperialism, two world wars, the Cold War, and global interdependence									I
B.59	Examine the wars of the 20 <sup>th</sup> century pertinent to U.S. history including causes, comparisons, consequences, and peace efforts.									I
B.60	Describe the changing character of American society and culture(arts, literature, education, religion, values, science, and technology)									I
B.61	Describe the geography, government, economy, traditions, and achievements of Canada						I, D			
B.62	Describe the geography, government, economy, traditions, and achievements of Mexico						I, D			

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard B: History, Time, Continuity and Change</b>										
B.63	Examine River Civilizations including Ancient Egypt in North Africa (pyramids and mathematics), India (religions and culture), Mesopotamia (beginning of civilization) and China (technological advances							I		
B.64	Describe the development of ancient Aegean civilizations, and the Greek city-based republics, including the cultural achievements of Athens							I		
B.65	Trace the major developments and achievements of the Roman republic and the rise and expansion of the Roman Empire							I		
B.66	Describe the migration of Jews and the spread of Christianity and the Roman Catholic Church in Western Europe during the Roman Empire							I		
B.67	Analyze the reasons for the decline and fall of the Roman Empire							I		
B.68	Explain the continuation and contributions of the eastern Roman Empire(Byzantine Empire) after the fall of Rome, including its influence on the spread of Christianity in Russia and Eastern Europe							I		
B.69	Compare and contrast the Orthodox Church and Roman Catholicism							I		
B.70	Describe medieval society, and explain the political, social, and economic organization provided by the feudal system							I		

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard B: History, Time, Continuity and Change</b>										
B.71	Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades							I		
B.72	Explain the effects of the Black Death (bubonic plague) along with economic, environmental, and social factors that led to the decline of medieval monarchies							I		
B.73	Explain the importance of Asian trade routes and trace the rise of cultural centers and trading cities, such as Florence and Venice							I		
B.74	Identify the diverse perspectives, ideas, interests, and personalities that brought about the Renaissance in Europe							I		
B.75	Analyze the inter-connections of people, places, and events in the economic, scientific, and cultural exchanges that led to the European Renaissance and voyages of discovery							I		
B.76	Describe the development of Spain during and after the defeat of the Muslims and the "re-conquest" in 1492, including Isabella and the Catholic Church							I		
B.77	Investigate Feudal Japan, including rise of war lords and art							I		
B.78	Describe the development of civilizations, such as the Mayas, Toltecs, and Aztecs in Mexico and the Incas in South America, prior to contact with Europeans							I		

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard B: History, Time, Continuity and Change</b>										
B.79	Examine the causes and outcomes of the defeat of the Aztec and Incan empires by the Spanish							I		
B.80	Investigate African Empires, including agriculture, arts, gold production and the trans-Saharan caravan trade and the spread of Islam into Africa							I		
B.81	Compare Spanish colonies in Mexico and South America with French and British colonies in Canada							I		
<b>Standard C: Political Science and Citizenship</b>										
C.1	Identify and explain the individual's responsibilities toward peers and the community, including the need for civility and respect for diversity	I	D	M	R	R	R	R	R	R
C.2	Understand the responsibilities of belonging to a group	I	D	M	R	R	R	R	R	R
C.3	Recognize and explain purpose of family and school rules	I	D	M	R	R	R	R	R	R
C.4	Explain why communities have rules (cooperation and safety) and why citizens need to respect those rules	I	D	D	M	R	R	R	R	R
C.5	Explain how rules of behavior promote cooperation and safety	I	D	M	R	R	R	R	R	R
C.6	Identify which behaviors promote or hinder cooperation and safety		I	D	M	R	R	R	R	R
C.7	Recognize people who enforce rules (parents, teachers, pastors, principals, police)	I	D	D	M					

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard C: Political Science and Citizenship</b>										
C.8	Identify community groups (4H, Scouts, Knights of Columbus, Chamber of Commerce)	I	D	M						
C.9	Participate in classroom responsibilities	I	D	M	R	R	R	R	R	R
C.10	Evaluate ways to resolve conflicts	I	D	D	D	M	R	R	R	R
C.11	Practice listening and discussing various viewpoints	I	D	M	R	R	R	R	R	R
C.12	Identify responsibilities that governments and citizens need to accept to become effective in a constitutional democracy						I	D	D	M
C.13	Identify and participate in selected forms of civic responsibility by participating in recycling or service projects	I	D	M	R	R	R	R	R	R
C.14	Understand the difference between a civic service project(altruism) and a faith based service project(charity)							I	D	M
C.15	Identify and participate in selected forms of civic responsibility by participating in a voting process and/or classroom survey	I	D	M	R	R	R	R	R	R
C.16	Recognize the value of voting to decide issues in every day situations	I	D	M	R					
C.17	Define and discuss current events	I	D	M	R	R	R	R	R	R
C.18	Respond in writing to a current local, state, or national current issue					I	D	D	M	R
C.19	Describe how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.)					I	D	D	D	M
C.20	Identify the state and national flag	I, D	M							

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard C: Political Science and Citizenship</b>										
C.21	Identify patriotic and religious symbols	I	D	D	D	M				
C.22	Analyze the importance of symbols to faith and country					I	D	D	M	R
C.23	Recite Pledge of Allegiance from memory	I	M	R	R					
C.24	Explain how the National Anthem symbolizes our nation and sing the song from memory				I	M	R			
C.25	Identify and discuss the principals of democracy: popular sovereignty, political equality, free elections, constitutional government, checks and balances, fundamental individual rights, majority rule with protection for minority rights							I	D	D
C.26	Identify key political documents of each historical period and summarize their influence						I	D	D	D
C.27	Recognize the purpose of local, state, and national government in American society				I	D	D		M	
C.28	Describe the organization of the local government				I	D, M				
C.29	Describe the functions of the three branches of the state government				I	D, M				
C.30	Describe the functions of the three branches of the federal government				I	D	D		M	
C.31	Identify a responsibility of the local, state, and federal government				I	D	D		M	
C.32	Give examples of how local, state and national governments impact people's lives				I	D	D		M	
C.33	Associate delegated powers with the appropriate branch of government					I	D		D	
C.34	Explain checks and balances						I		D	D

I – Introduce  
D- Develop

M-Master  
R-Reinforce



# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard C: Political Science and Citizenship</b>										
C.35	Identify events in history where checks and balances were challenged									I
C.36	Explain the role of political parties and interest groups in American and world politics						I	D	D	D
C.37	Differentiate between different systems of government								I	D
C.38	Explain how laws are made, interpreted and enforced				I	D	M		R	R
C.39	Understand the concept of courts and judges			I	D	D	D	M	R	R
C.40	Explain basic court procedures								I	D
C.41	Analyze decision-making and conflict resolution in the court system (roles of judge, jury, prosecution attorney, defense attorney, plaintiff, defendant)								I	D
C.42	Explain the difference between civil and criminal law								I	D
C.43	Identify, cite, and discuss the Declaration of Independence, U.S. Constitution and Bill of Rights						I		D	
C.44	Identify the U.S. Constitution as the political document in our country by which the structure of our government is documented				I	M			R	
C.45	Analyze important principles in the U.S. Constitution including separation of powers, checks and balances, limited government, rule of law, amendment process, federalism, popular sovereignty, due process, voting rights								I	D
										D

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard C: Political Science and Citizenship</b>										
C.46	Explain how the federal system and separation of powers work to sustain both majority rule and minority rights								I	D
C.47	Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed						I		D	D
C.48	Describe and apply important principles of the Bill of Rights						I		D	D
C.49	Explain how the powers of government are acquired, maintained, justified, and sometimes abused						I	D	D	D
C.50	Name and recognize images of current state leaders				I	D	D	D	D	D
C.51	Name and recognize images of current national leaders appropriate to grade level		I	D	D	D	D	D	D	D
C.52	Name and recognize images of current world leaders							I	D	D
C.53	Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate							I	D	D
C.54	Identify ways in which advocates participate in public policy debates					I	D	D	D	D
C.55	Compare various viewpoints on issues to practice critical thinking skills				I	D	D	D	D	D
C.56	Participate in classroom discussions/debates		I	D	D	D	D	D	D	D
C.57	Describe the role of international and national organizations (military alliances, trade associations, global science communities)							I	D	D

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard D: Economics</b>										
D.1	Use the correct terms and vocabulary of economics to explain its principles	I	D	D	D	D	D	D	D	D
D.2	Explain how people obtain money by working, providing goods, and saving	I	D	D	M					
D.3	Identify different kinds of jobs that people do, why people in a community have different jobs, and examples of work activities people do at home	I	D	D	M					
D.4	Recognize that individuals and families work to earn money and buy goods and services		I	D	D	M				
D.5	Understand the concept and identify examples of goods and services		I	D	D	D	M	R	R	R
D.6	Understand the role of bartering or money in purchasing goods and services		I	D	M	R		R		
D.7	Practice exchanging money for goods and services		I	M	R	R				
D.8	Practice deciding what to buy with limited amounts of money		I	D	M	R				
D.9	Define and distinguish between basic needs versus wants	I	D	M	R	R		R		
D.10	Recognize good economic choices involve choosing basic needs over wants			I	D	D		D		
D.11	Practice making choices balancing needs and wants			I	D	D		D		
D.12	Evaluate the impact of saving versus spending				I	D	M			
D.13	Analyze reasons for saving money				I	D	M			
D.14	Define and give examples of opportunity cost			I	D	D	M	R	R	R
D.15	Explain how to make a decision using cost-benefit analysis			I, D	M					
D.16	Conduct a cost-benefit analysis				I, D	M				
D.17	Explain how the price of an item affects sales			I	D	M				

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard D: Economics</b>										
D.18	Give examples of how economic resources in the home, school, and community are limited and how people make choices about how to use these resources, including opportunity costs				I	D	M	R	R	R
D.19	Discuss the role of banks				I	D			D	
D.20	Describe and explain the role of money, banking, and savings in everyday life				I	D			D	
D.21	Recognize that some goods and services are provided from the government (roads, post office, police), and others are bought from private businesses			I	D	M		R		
D.22	Explore effects of personal economic decisions (recycling, reducing, reusing) on society						I	D	D	D
D.23	Define a producer and explain its role	I	M	R	R					
D.24	Define a consumer and explain its role	I	M	R	R					
D.25	Recognize examples of consumers and producers		I	M	R					
D.26	Understand the concept of giving God the best of our time, talent, and treasure (stewardship)	I	D	D	M	R	R	R	R	R
D.27	Define supply and demand					I	D	M	R	R
D.28	Define scarcity and distinguish between scarce and common items		I	D	M		R		R	R
D.29	Distinguish among natural, capital, and human resources				I, D	M	R			
D.30	Associate natural resources with their uses and products			I	D, M	R	R	R	R	R
D.31	Relate how natural resources have advanced technology (water power, minerals, wood)				I	D	M	R		
D.32	Compare Missouri and U.S. natural resources and their relation to global economics					I	D	D	M	R

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard D: Economics</b>										
D.33	Give examples of how trade occurs locally, nationally, and globally				I			D		
D.34	Recognize differences between public and private property		I	D	M					
D.35	Show respect for private and public property	I	D	M	R	R	R	R	R	R
D.36	Assess how our economy has changed from an agricultural economy to an industrial economy				I	D	M			R
D.37	Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient				I	D		D		D
D.38	Analyze factors that influence salaries								I	D
D.39	Explain why the earning power of workers depends on their productivity and the market value of what they produce							I	D	D
D.40	Analyze the purpose of labor unions									I
D.41	Define taxes and give examples of how taxes are used				I	M	R		R	
D.42	Describe and explain the role of state and local taxes in everyday life					I	M		R	
D.43	Identify different forms of taxes, such as tariffs, sales taxes and income taxes, and their purposes								I	D
D.44	Define and identify examples of stewardship (protecting natural resources, helping others, recycling)	I	D	M	R	R		R		R
D.45	Discuss Catholic Social Teaching in regard to economic issues of justice, the common good, and dignity of the human person									I
D.46	Define and compare basic economic systems(capitalism, socialism, communism)									I

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard D: Economics</b>										
D.47	Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption						I	D	D	D
D.48	Identify and explain economic concepts: labor, wages, capital, inflation, deflation, income, sources of wealth, public and private wealth								I	D
D.49	Define the following economic concepts: investment, productivity, Gross Domestic Product (GDP), profit, profit motive								I	D
D.50	Identify and explain economic concepts: business cycle (expansion, recession depression), unemployment, market economy									I
D.51	Describe significant economic struggles from America's past and their impact on history									I
D.52	Describe how decisions and actions of governments, businesses, groups and individuals affect one another in a market economy									I
<b>Standard E: Behavior Sciences</b>										
E.1	Name common physical, social, and emotional needs	I	D, M							
E.2	Identify groups to which people belong.		I	M	R	R				
E.3	Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group						I			D
E.4	Identify individuals who are important in students' lives, such as parents, grandparents, guardians, and teachers, and give examples of how families cooperate and work together	I	D	M	R					

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard E: Behavior Sciences</b>										
E.5	Describe how needs are met by families and friends		I	D	D	M				
E.6	Analyze how needs are met by groups and institutions ((churches, schools, civic organizations, political groups)					I	D	D	D	M
E.7	Give examples of how families in the community are similar and different, yet are part of the community	I	D	M	R	R	R			
E.8	Compare similarities and differences in customs, foods, play, recreation, and celebrations within the community		I	D	M	R	R			
E.9	Identify and compare similarities and differences in families in other locations and cultures and develop an appreciation for these similarities and differences			I	D	D	D	D		M
E.10	Compare the ways people learn traditions (practices handed down from one generation to another) in different cultures			I	D	D	M	R		
E.11	Discuss differences in language, stories, folk tales, art, and music				I	D	D	D	D	D
E.12	Discuss how people learn about others who are different from themselves (i.e. interview, research, pen-pals, experiences)				I	D	M	R	R	R
E.13	Understand and appreciate the diversity of cultures in the United States				I	D	M		R	R
E.14	Identify one's own individual talents, interests, and hobbies, as well as the talents, interests, and contributions of others		I	D	D	D	D	D	D	D

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard E: Behavior Sciences</b>										
E.15	Give examples and describe important social contributions by Missouri citizens and organizations					I	M			
E.16	Give examples of the cultural contributions of racial and ethnic groups in the world				I	D	D	M	R	R
E.17	Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding				I	D	D	M	R	R
E.18	Recognize that different values and beliefs guide people			I	D	D	M	R		
E.19	Compare different people’s values and beliefs				I	D	D	M	R	R
E.20	Discuss the influence of families on the values and beliefs of individuals				I	M		R		
E.21	Discuss the influence of culture and environment on the values and beliefs of individuals					I	D	D	D	D
E.22	Discuss the impact of education on the values and beliefs of individuals					I	D	M		
E.23	Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed							I		
E.24	Identify some of the responsibilities that individuals have to themselves, others, and the Catholic Church			I	D	D	M	R	R	R
E.25	Identify some of the contributions of people of different ages, backgrounds, and careers to the community and the Catholic Church			I	D	D	D	D	D	D
E.26	Give examples of how people show concern, respect each other, behave responsibly in a group, and resolve differences peacefully		I	D	D	D	D	D	D	D

I – Introduce  
D- Develop

M-Master  
R-Reinforce



# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard E: Behavior Sciences</b>										
E.27	Explain why individuals respond in different ways to situations						I	D	D	D
E.28	Tell how understandings/misunderstandings can occur among people	I	D	D	D	D	M	R	R	R
E.29	Describe conflict resolution and peer mediation strategies used to resolve differences and disputes	I	D	D	D	D	M	R	R	R
E.30	Describe how bias, prejudice, and stereotyping lead to conflict in a society				I	D	D	M	R	R
E.31	Discuss the factors (education, integration, travel, cultural experiences) that can decrease bias, prejudice, and stereotypes				I	D	D	M	R	R
E.32	Explain how the media may influence opinions, choices, and decisions				I	D	M	R	R	R
E.33	Explain how beliefs and practices may lead to conflict among people of different regions or cultures and give examples of such conflicts (genocide, religious wars, gender discrimination, social classes)						I	D	D	D
E.34	Describe instances of cooperation and interdependence among individuals, groups, and nations (helping others in famines and disasters)				I	D	D	M	R	R
E.35	Discuss how institutions like the Church, school, government, Red Cross, mission groups, etc. help individuals, groups, and nations work to solve society's problems				I	D	D	M	R	R
E.36	Describe the ways individuals, groups, and institutions (schools, political groups, churches, civic organizations) contribute to social continuity or social change within a community							I	D	D

I – Introduce  
D- Develop

M-Master  
R-Reinforce

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

SOCIAL STUDIES STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard F: Tools of Social Science Inquiry</b>										
F.1	Identify visual, graphic and auditory sources (posters, cartoons, paintings, recordings)		I	D	D	M	R	R	R	R
F.2	Distinguish between primary and secondary sources		I	D	D	M	R	R	R	R
F.3	Identify library and media resources (videos, electronic resources, periodicals and books)		I	D	D	M				
F.4	Identify artifacts (building structures and materials, works of art, fossils, pottery, tools, clothing, musical instruments)		I	D	D	M	R	R	R	R
F.5	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters				I	D	D	D	D	M
F.6	Create maps, graphs, timelines, charts and diagrams to communicate information				I	D	D	D	D	M
F.7	Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions						I	D	D	M
F.8	Distinguish between fact and opinion and recognize bias and points of view						I	D	D	M
F.9	Use technological tools for research and presentations				I	D	D	D	D	M
F.10	Identify, research and defend a point of view/position						I	D	D	M

I – Introduce  
D- Develop

M-Master  
R-Reinforce