

GRADE LEVEL EXPECTATIONS	OBJECTIVES	AMERICAN CIVICS AND GOVERNMENT Student edition and Annotated Teacher edition Student CD, Teacher CD
<b>1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b>		
<p><b>A.</b></p> <p><b>(1) Principles of constitutional democracy in the United States</b></p>	<p>Apply the following concepts to historical and contemporary issues:</p> <ul style="list-style-type: none"> <li>• checks and balances</li> <li>• separation of powers</li> <li>• federalism</li> <li>• representation</li> <li>• popular sovereignty</li> <li>• due process of law</li> <li>• judicial review</li> </ul> <p>Determine the civic responsibilities of individual citizens</p> <p>Identify and give examples of <b>democracies</b> and <b>republics</b></p> <p>Assess the changing roles of government</p> <ul style="list-style-type: none"> <li>• philosophy</li> <li>• limits</li> <li>• duties</li> </ul> <p>Describe the historical foundations of the United States governmental system</p> <p>Evaluate the roles and influence of political parties and interest groups</p>	<p>Ch 1, pgs 5-6, 12                      Ch 2, pgs 16-19, 22-26                      Ch 3, pgs 38-57, 62-63, 66-78                      Ch 4, pgs 83-98                      Ch 5, pgs 101-114                      Ch 6, pgs 116-134                      Ch 7, pgs 137-148                      Ch 8, pgs 152-166                      Ch 9, pgs 169-181                      Ch 10, pgs 204-213                      Ch 11, pg 213                      Ch 12, pgs 218, 224-227                      Ch 13, pgs 233-253                      Ch 15, pgs 273-284                      Ch 16, pgs 292-303                      Ch 17, pgs 307-313                      Ch 20, pg 367-375                      Ch 21, pgs 379-397                      Ch 23, pg 418  <i>Primary Source</i>, pg 6  <i>Putting it all Together</i>, i.e. pgs 346, 354  <i>Participating in Government</i>, pgs 13, 36, 81, 99, 115, 135, 149, 167, 182, 201, 214, 230, 285, 304, 323, 339, 360, 376, 398, 414, 434,  <i>Participate in Government</i>, pgs 36, 81, 99, 115, 214                      Transparencies 1-11, 14                      Black lines 5, 12, 16-19, 22-26, 29-33, 36, 39-40, 43-47, 53-54, 57-59, 61, 64-66, 68, 71, 80-82, 99, 106, 110, 127, 143-146,</p>
<p><b>B.</b></p> <p><b>(2) Understanding the relevance and connection of constitutional principles</b></p>	<p>Examine the relevance and connection of constitutional principles in the following documents:</p> <ul style="list-style-type: none"> <li>• Mayflower Compact</li> <li>• Declaration of Independence</li> <li>• Articles of Confederation</li> <li>• U.S. Constitution</li> <li>• Federalist Papers</li> <li>• Amendments to Constitution, emphasizing Bill of Rights</li> </ul> <p>Key Supreme Court decisions (e.g., Marbury v. Madison, McCulloch v. Maryland, Miranda v. Arizona, Plessy v. Ferguson, Brown v. Topeka Board of Education)</p>	<p>Ch 1, pg 5-6                      Ch 2, pgs 16-26, 29-35, 37                      Ch 3, pgs 38-55, 58-62, 66-68, 76, 78-80                      Ch 4, pgs 83, 89, 95                      Ch 5, pg 110, 105-106                      Ch 6, pgs 118-119, 121                      Ch 7, pg 138-143                      Ch 9, pgs 172-173                      Ch 12, pg 224-228                      Ch 13, pg 237-253                      Ch 21, pg 381, 384  <i>Supreme Court Case Extension</i>, (ATE) i.e. pg 173  <i>Primary Source</i>, pg 6  <i>Skill Builder</i> pgs 82, 215                      Appendix ( Historical Documents) pg 456-459                      Transparencies 1-2, 6, 10                      Black lines 3, 8-9, 12, 17-20, 26, 33, 57-59, 71, 78, 81-82, 86, 89-90, 92, 143, 145</p>
<b>2a. Knowledge of continuity and change in the history of Missouri, the United States and the world</b>		
<p><b>B.</b></p> <p><b>(2) Political development in the United States</b></p>	<p>Analyze the evolution of American <b>democracy</b>, its ideas, institutions and political processes from colonial days to the present, including:</p> <ul style="list-style-type: none"> <li>• American Revolution</li> <li>• Constitution and amendments</li> <li>• Civil War and Reconstruction</li> <li>• struggle for civil rights</li> <li>• expanding role of government</li> </ul>	<p>Ch 1, pgs 7-8, 12                      Ch 2, pg 19-2227-35                      Ch 3, pgs 38-42, 63, 77-80                      Ch 4, pg 89, 96-98                      Ch 10, pgs 186-187                      Ch 11, pg 213                      Ch 12, pgs 226-227                      Ch 13, pgs 233-253                      Ch 16, pgs 292-303                      Ch 19, pgs 341-359                      Ch 20, pg 363-375                      Ch 23, pg 428-433                      Ch 24, pgs 450-451  <i>Skill Builder</i> pgs 340, 361, 377  <i>Putting it all Together</i> pg 346, 354, 359, 375  <i>Participate in Government</i>: pgs 36, 81, 99, 115, 214                      Black line 8, 12, 19, 57, 71, 106, 127, 134                      Transparencies 5, 7-9, 12</p>

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<b>2b. Knowledge of continuity and change in the history of the world (World History)</b>		
E. <b>(5) Effect of the Enlightenment on major revolutions</b>	Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history	Ch 1, pgs 5-6 Ch 2, pgs 16-23, 33 Ch 3, pgs 40, 42 Ch 21, pg 381 <i>Primary Source</i> , pg 6 Black lines 9, 12
<b>3. Knowledge of principles and processes of governance systems</b>		
A. <b>(1) Principles and purposes of government</b>	Describe the purposes and structure of laws and government (with emphasis on the federal and state governments)  Explain the importance of the following principles of government: <ul style="list-style-type: none"> <li>• limited government</li> <li>• majority rule and minority rights</li> <li>• constitution and civil rights</li> <li>• checks and balances</li> <li>• merits of the above principles</li> </ul>	Ch 1, pgs 7-8 Ch 3, pgs 41-48, 53-57, 59-63, 66-75 Ch 4, pgs 83-98 Ch 6, pgs 118-123 Ch 9, pgs 169-177 Ch 11, pgs 204-213 Ch 13, pgs 233-253 Ch 14, pgs 256-258, 260-262, 264-268 Ch 21, pgs 379-397 Ch 22, pgs 400-413 Black lines 18-19, 22, 39-41, 57, 61, 71, 75, 127 Transparencies 1, 3, 14
B. <b>(2) Similarities and differences of governmental systems</b>	Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact	Ch 1, pgs 9-12 Ch 2, pgs 16-18, 33, 40, 42 Ch 23, pgs 416-433 Ch 24, pgs 444-446, 448 Black lines 5, 158-159, 166 Transparencies 14-15, 17
C. <b>(3) Processes of governmental systems</b>	Interpret the processes pertaining to: <ul style="list-style-type: none"> <li>• selection of political leaders (with an emphasis on presidential and parliamentary systems)</li> <li>• functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>)</li> <li>• governmental systems</li> <li>• how laws and rules are made, enforced, changed and interpreted</li> </ul>	Ch 2, pgs 32, 34 Ch 3, pg 46, 58-59, 69, 72 Ch 6, pg 124, 128 Ch 7, pgs 148 Ch 9, pgs 179 Ch 12, pg 218 Ch 15, pg 272-284 Ch 16, pg 289, 293-296, 299 Ch 17, pg 321-322 Ch 18, pgs 335-336, 347-348, 351, 358-359 Ch 20, pgs 364-366, 368 Ch 21, pg 381, 384-386, 389, 391 Ch 22, pgs 412 Ch 24, pg 437-440, 446-447, 450-452 Black lines 15, 22, 29, 99, 134, 155 Transparencies 7-9
<b>4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)</b>		
C. <b>(3) Understanding the roles of people, business, and government in economic system of the United States</b>	Analyze the roles that people, businesses and government play in economic systems, such as: <ul style="list-style-type: none"> <li>• <b>monetary policy</b> (why the Federal Reserve System influences interest rates and money supply)</li> <li>• <b>fiscal policy</b> (government taxation and spending)</li> </ul>	Ch 1, pg 8 Ch 10, pgs 186-187 Ch 18, pg 325, 335-338 Ch 19, pgs 341-346, 358-359 Ch 20, pgs 362-375 Ch 21, pg 390-397 Ch 22, pg 407-413 Ch 24, pgs 436-448, 450-451 <i>Skill Builder</i> pgs 340, 454 <i>Civics Today</i> , pg 338 <i>Participate in Government</i> : pg 339 <i>Lesson Extension (ATE)</i> , i.e. pgs 408, 411 <i>Putting it all Together</i> pg 413 Black lines 43, 64, 120, 127, 134, 141, 162 Transparencies 5, 12, 14

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<b>G.</b> <b>(7) Understanding the roles of government in a market economy</b>	Identify the roles of government in a <b>market economy</b> (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)	Ch 8, pg 163 Ch 17, pg 310, 308-310 Ch 19, pg 342-345, 347-350, 357-358, 342 Ch 20, pg 371-375 Ch 21, pg 394 Ch 23, pg 428, 430-433 Ch 24, pg 450-452, 437-440 Transparencies 12, 15, 17 Black lines 162, 141, 120
<b>6. Knowledge of relationships of the individual and groups to institutions and cultural traditions</b>		
<b>A.</b> <b>(1) Ideas and beliefs of different cultures</b>	Compare and contrast the major ideas and beliefs of different cultures	Ch 1, pgs 12 Ch 2, pgs 17-18, 21 Ch 3, pgs 39-40, 49 Ch 12, pg 227 Ch 14, pg 256-259, 264-266 Ch 16, pg 297-298, 300 Ch 23, pgs 417-433 <i>Participate in Government</i> pg 376 Black lines 1, 78, 85, 99, 106
<b>B.</b> <b>(2) Changing of roles of various groups</b>	Summarize how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects	Ch 3, pgs 70-72 Ch 4, pg 88 Ch 12, pg 218-219, 227-228 Ch 13, pg 244-245, 252 Ch 14, pg 257-267 Ch 16, pg 297-300 Ch 17, pgs 310, 322 Ch 24, pg 437-440, 446-447, 450-452 <i>Extension (ATE)</i> , pg 88 <i>Supreme Court Case Extension (ATE)</i> , pgs 227-228, 261 <i>Picturing Government, (ATE)</i> pgs 88, 228, 258, 262, 310 <i>Civics Today</i> pg 80, 134, 163, 209, 338 Black lines 1, 15, 78, 85, 92, 155
<b>C.</b> <b>(3) Major social institutions</b>	Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs	Ch 19, pg 351-354, 358-359 Ch 20, pg 363-375 Ch 21, pgs 390-397 Ch 22, pgs 401-413 Ch 23, pg 428-433 <i>Classroom Discussion (ATE)</i> pg 415 <i>Civics Today</i> pg 80, 134, 163, 209, 338 <i>Skill Builder</i> pg 340, 361, 377 Black lines 127-132, 134, 141-146, 148-153 Transparencies 5, 14
<b>D.</b> <b>(4) Consequences of individual or institutional failure</b>	Identify the consequences that can occur when: <ul style="list-style-type: none"> <li>• institutions fail to meet the needs of individuals and groups</li> <li>• individuals fail to carry out their personal responsibilities</li> </ul>	Ch 3, pg 62, 67 Ch 4, pg 88, 86 Ch 5, pg 113-114 Ch 6, pg 118-121, 130-134 Ch 7, pg 141 Ch 10, pg 196-210 Ch 11, pg 205 Ch 12, pg 222-225, 227-230 Ch 13, pg 232-253 Ch 14, pg 256, 259, 264-266 Ch 15, pg 275-276 Ch 16, pg 297, 300 Ch 17, pg 306-311 Ch 19, pg 342-343, 345-346, 349-350 Ch 20, pg 364-366, 368-370 Ch 23, pg 425-433 Ch 24, pg 449-452 <i>Skill Builder</i> pg 230, 304 <i>People in the News</i> pg 86 <i>Participate in Government</i> pg 230 <i>Research Resources (ATE)</i> pg 304 Black lines 15, 22, 57, 92, 106, 148, 155, 162 Transparencies 12, 15-17

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<p>E.</p> <p><b>(5) Causes, effects and resolutions of cultural conflict</b></p>	<p>Determine the causes, consequences and possible resolutions of cultural conflicts</p>	<p>Ch 1, pg 10-12            Ch 3, pg 44, 66, 70-72,            Ch 4, pg 85, 88,            Ch 10, pg 194            Ch 12, pg 218-219, 227-228            Ch 13, pg 233, 237-240            Ch 14, pg 258-262, 264-267            Ch 15, pg 274-275            Ch 16, pg 297-300            Ch 17, pg 310            Ch 19, pg 342, 349-350, 355-356            Ch 20, pg 363, 371-375            Ch 23, pg 418-433            Ch 24, pg 449-452  <i>Skill Builder</i> pg 100, 377, 415  <i>Participate in Government</i> pg 269, 433            Black lines 1, 15, 57, 78, 85, 92, 106, 155, 162            Transparencies 12, 15-17</p>
<p><b>7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)</b></p>		
<p>A.</p> <p><b>(1) Developing a research plan and identifying resources</b></p>	<p>Develop a research plan and identify appropriate resources for investigating social studies topics</p>	<p><i>Putting It All Together</i>, i.e. pg 433  <i>Research Resources</i>, (ATE) i.e. pg 99, 434  <i>People in the News Extension</i>, (ATE) pg 86  <i>Skill Builder</i> pg 377, 415  <i>Participate in Government</i> pgs 182, 285, 434  <i>Picturing Government (ATE)</i> i.e. pg 93  <i>Extension (ATE)</i> i.e. pg 86, 88  <i>Chart Extension (ATE)</i> i.e. pg 87, 95  <i>Cartoon Extension (ATE)</i> i.e. pg 89  <i>Table Extension (ATE)</i> i.e. pg 120</p>
<p>B.</p> <p><b>(2) Selecting and analyzing primary/secondary sources</b></p>	<p>Distinguish between and analyze <b>primary sources</b> and <b>secondary sources</b></p>	<p>Ch 12, pgs 218-219, 227-229            Ch 13, pgs 238-239, 242-243, 247-248, 250-251            Ch 14, pgs 261-262            Appendix pgs 456-459  <i>People in the News</i> pg 179  <i>Skill Builder</i> pg 183  <i>Primary Source</i> pgs 6, 195, 223, 268, 284, 319, 369            Black lines 8, 15, 36, 50, 57, 64, 85, 141, 148, 162</p>
<p>C.</p> <p><b>(3) Understanding fact, opinion, bias and points of view in sources</b></p>	<p>Distinguish between fact and opinion and analyze sources to recognize bias and points of view</p>	<p>Ch 17, pgs 318-319            Ch 20, pg 366, 368-375            Ch 23, pg 427-433            Ch 24, pg 440-444, 446-448, 450-452  <i>Skill Builder</i> pgs 100, 150, 183, 202, 270, 286, 324, 377  <i>Participate in Government</i>: pgs 323            Black lines 1, 155            Transparencies 15, 17</p>
<p>D.</p> <p><b>(4) Interpreting various social-studies resources</b></p>	<p>Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts</p>	<p>Ch 2, pgs 29            Ch 5, pgs 106-107            Ch 10, pgs 186-187, 200            Ch 11, pgs 206-207            Ch 18, pgs 337            Ch 24, pgs 441  <i>Skill Builder</i> pgs 37, 82, 116, 150, 231, 305, 324, 340, 361, 399  <i>Picturing Government (ATE)</i> i.e. pg 143, 145  <i>Diagram Extension (ATE)</i> i.e. pg 41, 256  <i>Chart Extension (ATE)</i> i.e. pg 87, 250  <i>Cartoon Extension (ATE)</i> i.e. pg 107, 132  <i>Table Extension (ATE)</i> i.e. pg 209, 212  <i>Graphic Extension (ATE)</i> i.e. pg 200  <i>Map Extension (ATE)</i> i.e. pg 29, 106-107, 207, 337            Black lines 4, 11, 18, 25, 32, 39, 46, 53, 60, 67, 74, 81, 88, 95,            102, 109, 116, 123, 130, 137, 144, 151, 158, 165            Transparencies 3, 6, 8-10, 15</p>

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<p>E.</p> <p><b>(5) Knowledge to create various social-studies' graphics</b></p>	<p>Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies</p>	<p>Ch 12, pg 218            Ch 15, pg 280            Ch 16, pg 293-296, 299            Ch 17, pg 321-322            Ch 21, pg 384-386  <i>Primary Source Extension</i>, (ATE) i.e. pg 369  <i>Ideas to Remember Extension</i> (ATE) i.e. pg 227, 229  <i>Putting it all Together</i> i.e. pg 225  <i>Thinking on Your Own</i> i.e. pg 234  <i>Skill Builder</i> pgs 231, 454            Black lines 4, 11, 18, 25, 32, 39, 46, 53, 60, 67, 74, 81, 88, 95, 99, 102, 109, 116, 123, 130, 137, 144, 151, 158, 165</p>