



MISSOURI
Social Studies Grade-Level Expectations Grade 8
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OBJECTIVES	PAGE REFERENCES
Principles of Constitutional Democracy	
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
Concept A. (1) Principles expressed in documents shaping constitutional democracy in the United States	
Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed	SE: 150-151, 154-157, 412 <i>Critical Thinking</i> 151 #4 TWE: CLA 156 ICA 150 T 155
Analyze important principles in the Constitution including:	
<ul style="list-style-type: none"> • limited government 	SE: 110, 208, 218-219 <i>Chart</i> 218 TWE: CLA 218
<ul style="list-style-type: none"> • rule of law 	SE: 209, 220 <i>Chart</i> 225 TWE: C 227 CC 220
<ul style="list-style-type: none"> • majority rule and minority rights 	SE: 203 TWE: ICA 226
<ul style="list-style-type: none"> • separation of powers 	SE: 208-209, 219 <i>Chart</i> 218, 219 <i>Citizenship Cooperative Activity</i> 215 <i>Reviewing Themes</i> 213 TWE: CLA 218
<ul style="list-style-type: none"> • checks and balances 	SE: 210-211, 219-220 <i>Chart</i> 218, 224 <i>Critical Thinking</i> 214 #16 <i>Reviewing Key Facts</i> 214 #13 <i>Reviewing Themes</i> 213 TWE: C 222
<ul style="list-style-type: none"> • amendment process 	SE: 221, 242, 260 TWE: C 222 T 242
<ul style="list-style-type: none"> • federalism (i.e., as regards federal and state governments, powers being shared, delegated and reserved) 	SE: 208-209, 212, 218, 219 <i>Chart</i> 218 TWE: CLA 218 RS 220
<ul style="list-style-type: none"> • popular sovereignty 	SE: 218, 442, 447, 448 <i>Chart</i> 218 TWE: CLA 218

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> due process of law (see Amendments V & XIV) 	SE: 228, 244, 247, 447, 506, 1000 <i>Critical Thinking</i> 230 #4 TWE: EC 247
<ul style="list-style-type: none"> voting by citizens, especially as later amendments were passed 	SE: 211, 218, 229-230 <i>An American Story</i> 207 TWE: CLA 229
Apply important principles of the Bill of Rights, such as:	
<ul style="list-style-type: none"> basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9) 	SE: 220, 244-245 <i>Alternative Assessment</i> 215 <i>Chart</i> 221 <i>Interdisciplinary Activity</i> 213 TWE: CTA 221, 245
<ul style="list-style-type: none"> protections against the government (fair trials, rights of accused, due process of law, etc.) 	SE: 220, 244-245 <i>Alternative Assessment</i> 215 <i>Chart</i> 221 TWE: CTA 245
Concept B. (2) Role of citizens and governments in carrying out constitutional principles	
<ul style="list-style-type: none"> Apply knowledge of responsibilities that governments and citizens need to accept in order to carry out the principles in the Bill of Rights 	SE: 228-230 <i>Alternative Assessment</i> 231 <i>Interdisciplinary Activity</i> 230 TWE: CLA 229 T 229
United States History	
2a. Knowledge of continuity and change in the history of Missouri, the United States and the world	
Concept A. (1) Native American cultures	
Analyze the viability and diversity of Native American cultures before Europeans came	SE: 22-26, 28-33 <i>National Geographic</i> 30-31 <i>Why It Matters</i> 24-25 TWE: C 26 CLA 29, 33 T 23
Concept B. (2) Discovery, Exploration and Settlement of the United States	
Evaluate the importance of the discovery, exploration and early settlement of America	SE: 43-49, 51-55, 58-62, 70-73 TWE: C 49, 62 CLA 44, 52 DI 72
Concept C. (3) Perspectives on The American Revolution	
Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful	SE: 147-151, 162-168, 172-176, 177-182, 183-187 TWE: C 151, 176 CLA 163, 178, 184 CTA 166
Concept D. (4) Writing the United States Constitution	
Justify the drafting of the Constitution, and examine its effects on the formation of a new nation	SE: 199-205, 207-213 TWE: C 205 ICA 210 RS 203 T 200

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Concept E. (5) Westward expansion and settlement of the United States	
Assess the significance of Westward Expansion including:	
<ul style="list-style-type: none"> Louisiana Purchase 	SE: 282-285 <i>Critical Thinking 285 #5</i> <i>National Geographic 284</i> TWE: C 285 T 283
<ul style="list-style-type: none"> Lewis and Clark Expedition 	SE: 284-285 <i>Alternative Assessment 303</i> <i>Critical Thinking 285 #4</i> <i>Geography & History 286-287</i> <i>Interdisciplinary Activity 283</i> TWE: MSN 284
<ul style="list-style-type: none"> Missouri Compromise 	SE: 323-324, 436-437, 447 <i>Analyzing Visuals 327</i> <i>Critical Thinking 456 #19</i>
<ul style="list-style-type: none"> Texas and the Mexican War 	SE: 362-368, 369-374 <i>What If 364</i> TWE: CLA 363 CTA 373 DI 364
<ul style="list-style-type: none"> Oregon Territory 	SE: 356-360 <i>Interdisciplinary Activity 360</i> <i>Mare About 359</i> TWE: ICA 359, 365 RS 357
<ul style="list-style-type: none"> California Gold Rush 	SE: 375-377 <i>An American Story 375</i> <i>Critical Thinking 378</i> <i>Interdisciplinary Activity 378</i> TWE: T 376
Concept F. (6) Cultural Interactions among ethnic groups	
Analyze cultural interactions among these groups:	
<ul style="list-style-type: none"> Native Americans 	SE: 341-345, 542-547, 632-633 <i>Interdisciplinary Activity 345</i> <i>National Geographic 544</i> TWE: ICA 344 RS 342, 546
<ul style="list-style-type: none"> Immigrants from Europe 	SE: 393-395 <i>Interdisciplinary Activity 395</i> <i>More About 394</i> TWE: C 395 MA 394
<ul style="list-style-type: none"> Africans brought to America 	SE: 403-406 <i>More About 404</i> TWE: C 400, 407 CLA 402 DI 399

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Concept G. (7) Reform movements	
Summarize reform movements such as:	
<ul style="list-style-type: none"> abolitionism 	SE: 418-424 <i>More About</i> 422 <i>Two Viewpoints</i> 420 TWE: C 424 CLA 419 RS 422 T 419
<ul style="list-style-type: none"> women's movement 	SE: 425-428 <i>Critical Thinking</i> 428 <i>Why It Matters</i> 426-427 TWE: C 428 RS 426
<ul style="list-style-type: none"> Jacksonian Democracy 	SE: 334-339 <i>Critical Thinking</i> 339 <i>Interdisciplinary Activity</i> 339 TWE: ICA 337 RS 338
Concept H. (8) Understanding the causes and consequences of the Civil War	
Interpret political, economic and social causes and consequences of the Civil War and Reconstruction	SE: 441-444, 449-453, 460-464, 485-491, 500-503 TWE: C 503 CLA 486 ICA 463 RS 442, 450
Principles and Processes of Governance Systems	
3. Knowledge of principles and processes of governance systems	
Concept B. (2) Principles and processes of governments in a democracy	
Assess rights and responsibilities of individuals	SE: 220, 228-230 <i>Citizenship Cooperative Activity</i> 231 #15 <i>Interdisciplinary Activity</i> 230 TWE: C 230 CLA 229 T 229
Interpret how laws are made, interpreted and enforced	SE: 223-225, 227 <i>Analyzing Visuals</i> 227 <i>Chart</i> 225 TWE: C 227
Interpret how leaders are selected	SE: 210, 223, 239, 246, 251, 337, 613-614 TWE: C 614 IA 246
Interpret how power is distributed among individuals and branches of government	SE: 209-211, 219, 223-227 <i>Chart</i> 224 <i>Critical Thinking</i> 227 #4 TWE: CLA 218 T 224

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Describe how to participate in government (i.e., voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.)	SE: 229-230 <i>Alternative Assessment</i> 231 <i>Critical Thinking</i> 231 #12 <i>Interdisciplinary Activity</i> 230 TWE: CLA 229
Concept C. (3) Local, state and national governments in the United States	
Give examples of how local, state and national governments impact people's lives	SE: 208-209, 229, 241-242, 245, 271 TWE: BR 242 RS 271
Analyze decision-making and conflict resolution in courts at local, state and national levels (roles of judge, jury, attorneys for prosecution, plaintiff and defense; civil vs. criminal law; court procedures)	SE: 210, 222, 226-227, 240-241, 281 <i>Critical Thinking</i> 222 #5, 281 #5 TWE: C 222 CTA 241
Economic Concepts and Principles	
4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
Concept A. (1) Economic concepts	
Apply the following economic concepts:	
• business cycle (expansion, recession, depression)	SE: 350, 515, 568, 709-710, 821-822, 824-825 TWE: C 712
• unemployment	SE: 350, 726-727, 734, 737, 744 TWE: DI 737 MA 727
• market economy	SE: 308, 568, 701, 710-711
Concept B. (2) The role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy	
Assess the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy	SE: 310-311, 532, 556, 557-558, 709-712 TWE: C 712 DI 711 RS 310 T 557
Concept C. (3) Interpreting the past, explaining the present and predicting the future of economic decisions	
Interpret the past, explain the present and predict future consequences of economic decisions	SE: <i>Skillbuilder</i> 120, 206, 795, 909 TWE: T 120, 206, 795, 909
Concept D. (4) Understanding the consequences of personal and public economic decisions	
Describe how decisions and actions of governments, businesses, groups and individuals affect one another in a market economy	SE: 403, 567-571, 710-711 <i>Critical Thinking</i> 571 TWE: C 407 EC 406 T 710
Concept E. (5) Understanding various types of taxes and their purposes	
Identify different forms of taxes , such as tariffs, sales taxes and income taxes, and their purposes	SE: 235, 321, 323, 486, 612, 622 TWE: CLA 235

OBJECTIVES	PAGE REFERENCES
Elements of Geographical Study and Analysis	
5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment	
Concept A. (1) Geographic research sources (e.g., maps, satellite images, globes, charts, graphs and databases) and how to evaluate and use them	
Use and evaluate geographic research sources to process and report information to solve problems and make predictions	SE: <i>Skillbuilder</i> 27, 169, 361, 396, 533, 560 TWE: T 27, 169, 361, 396, 533, 560
Construct maps	SE: <i>Applying the Skill</i> 27 <i>Interdisciplinary Activity</i> 49 TWE: C 153 CLA 1 RS 77, 83, 87
Concept B. (2) Use of the geography of Missouri, the United States, the Americas, and world to make predictions and solve problems: Location	
Locate states of the United States	SE: RA2-RA3, RA9, 310 <i>Interdisciplinary Activity</i> 310 <i>National Geographic</i> 1, 5, 310
Locate cities and topographic features of the United States	SE: RA2-RA5, RA8 <i>National Geographic</i> 1, 5
Locate and describe geographic places , using absolute and relative location	SE: 4 <i>Skillbuilder</i> 361 TWE: CLA 5, 8 T 361
Concept C. (3) Place	
Analyze physical characteristics , such as climate, topography, relationship to water and ecosystems	SE: 4-5 <i>Geography & History</i> 740-741 TWE: A 9 C 741 CLA 8 F 740 T 1, 740
Analyze human characteristics , such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system	SE: <i>Geography & History</i> 152-153, 346-347, 588-589, 854-855 TWE: C 153, 589 F 588 T 152, 346, 854
Concept E. (5) Human systems	
Compare major patterns of population distribution, demographics , and migrations in the United States and the impact of these patterns on cultures and community life	SE: 79, 292, 310, 314-315 <i>Geography & History</i> 740-741 <i>Practicing Skills</i> 409 <i>Skillbuilder</i> 396 TWE: CLA 315 T 396, 740
Concept G. (7) Relationships between and among places	
Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas	SE: 314-319, 387, 389, 561-566 <i>Interdisciplinary Activity</i> 319 TWE: CLA 315 ICA 317 RS 387

OBJECTIVES	PAGE REFERENCES
Concept H. (8) Regions	
Explain how regions of the United States relate to one another and change over time	SE: 2 <i>National Geographic</i> 5 TWE: EC 3 T 1
Concept I. (9) Uses of geography	
Use geography to interpret the past, explain the present and plan for the future	SE: <i>Skillbuilder</i> 120, 795, 861, 909 TWE: T 120, 795, 861, 909
Relationships of Individual and Groups to Institutions and Traditions	
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions	
Concept B. (2) Group membership	
Analyze how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group	SE: 412-415, 418-424, 425-428 TWE: C 415 DI 414, 427 RS 422
Concept D. (4) Effects of laws and events on relationships	
Describe how laws and events affect members of groups and relationships among groups	SE: 137-139, 205, 425-428, 474-477, 500-503 <i>Two Viewpoints</i> 163 TWE: C 139, 477 DI 427
Concept E. (5) Effect of personal and group experiences on perceptions	
Assess how personal and group experiences influence people's perceptions and judgments of events	SE: 418-424, 425-428, 542-547 <i>Two Viewpoints</i> 420 TWE: C 428 CLA 419 RS 426, 546
Concept F. (6) Changing ideas, concepts and traditions	
Analyze how ideas, concepts and traditions have changed over time (e.g., women's role in society)	SE: 425-428, 471-480, 538-539, 615-619 TWE: CLA 479, 616 DI 427 RS 618
Tools of Social Science Inquiry	
7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	
Concept A. (1) Using primary and secondary sources	
Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters	SE: <i>Skillbuilder</i> 340, 429, 625, 747 TWE: T 340, 429, 625, 747
Concept B. (2) Using maps, graphs, statistics, timelines, charts and diagrams	
Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions	SE: <i>Skillbuilder</i> 27, 63, 81, 169, 273, 320, 596 TWE: T 27, 63, 81, 169, 273, 320, 596
Concept C. (3) Creating maps and graphics	
Create maps, graphs, timelines, charts and diagrams to communicate information	SE: <i>Applying the Skill</i> 63, 81 <i>Interdisciplinary Activity</i> 49 TWE: DI 53 RS 68, 77, 83, 87, 98 T 44

OBJECTIVES	PAGE REFERENCES
Concept D (4) Using technological tools	
Use technological tools for research and presentation	SE: <i>Skillbuilder</i> 429, 655, 883, 927 <i>Technology Activity</i> 159, 457 TWE: T 429, 655, 883, 927
Concept E. (5) Distinguishing fact and opinion	
Distinguish between fact and opinion and recognize bias and points of view	SE: <i>Practicing Skills</i> 159, 457 <i>Skillbuilder</i> 146, 440 TWE: T 146, 440
Concept F. (6) Supporting a point of view	
Identify, research and defend a point of view/position	SE: <i>Alternative Assessment</i> 159 <i>Citizenship Cooperative Activity</i> 457 <i>Skillbuilder</i> 301, 484, 622, 781 TWE: T 301, 484, 622, 781

Codes Used for TWE Pages

A	Assess
BR	Bellringer
C	Close
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DI	Differentiated Instruction
EC	Extending The Content
F	Focus
IA	Identifying Alternatives
ICA	Interdisciplinary Connections Activity
MA	More About
MSN	Meeting Special Needs
RS	Reading Strategy
T	Teach