

**Social Studies
Fourth Grade
Goals and Objectives**

Theme: Missouri -- Continuity and Change

Goal 1: The student will demonstrate knowledge of the principles expressed in documents shaping constitutional democracy in the United States.

Objectives:

- a) Identify and explain why Missouri has a constitution and why the state makes and enforces laws*
- b) Identify and explain 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*
- c) Explain the major purpose of the Constitution and the Bill of Rights*

Goal 2: The student will demonstrate knowledge of principles and processes of governance systems.

Objectives:

- a) Describe how authoritative decisions are made, enforced and interpreted within the state government*
- b) Identify and explain the functions of the three branches of government in the state government*
- c) Compare and contrast the functions of the three branches in the state and federal government

Goal 3: The students will be able to demonstrate knowledge of continuity and change in the history of Missouri, and the history of the United States and the world as it relates to Missouri.

Objectives:

- a) Summarize the viability and diversity of Native American cultures before Europeans came*
- b) Outline the discovery and exploration of America*
- c) 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*
- d) Locate and describe settlements in Missouri of people of European and African heritage*
- e) Outline issues of Missouri statehood, such as the Missouri Compromise*
- f) Describe the events in westward expansion, including peoples motivation, their hardships and Missouri as a jumping-off point to the West*
- g) Explain Missouri's role in the Civil War, i.e., Missouri as a border state*

- h) Describe the changes in Missouri since the Civil War in education, transportation and communication*
- i) Describe the contributions of Thomas Jefferson*
- j) Sequence and describe the importance of
 - Louisiana Purchase*
 - Lewis and Clark Expedition*
- k) Evaluate the impact of westward expansion on Native Americans in Missouri*
- l) Identify state symbols of Missouri

Goal 4: The student will demonstrate knowledge of economic concepts including productivity and the market system and principles including the laws of supply and demand.

Objectives:

- a) Compare saving and financial investment*
- b) Explain supply and demand*
- c) 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)*
- d) Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes*
- e) Explain how decisions of households, businesses and governments affect one another*

Goal 5: The students will demonstrate 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.

Objectives:

- a) Construct and interpret maps*
- b) Locate the cities in Missouri including Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph on a map*
- c) Describe human characteristics of a place (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.)*
- d) Describe how people are affected by, depend on, adapt to and change their environments*
- e) 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)*

Goal 6: The student will demonstrate knowledge of relationships of the individual and groups to institutions and cultural traditions.

Objectives:

- a) Analyze how needs are met by groups and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.)*
- b) Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer*
- c) Assess multicultural stories and activities

Goal 7: The student will demonstrate knowledge of the use of tools of social science inquiry, such as surveys, statistics, maps, and documents (*Note: these objectives are also found in Communication Arts Information Literacy Goals 1 and 2*)

Objectives:

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

Goal 8: The students will explore and relate current events.

Objectives:

- a) discuss local, state, national and international current events
- b) relate events to Missouri history
- c) recognize how these events relate to their lives

**Grade Level Expectation Missouri Department of Elementary and Secondary Education, October 2004*