

K-5 Social Studies Crosswalk

Coding: Grade Level. Strand. Concept. Expectation

Example: K.PC.1.F.a (**K**) Kindergarten, (**PC.1**) Knowledge of the principals expressed in the documents shaping constitutional democracy in the United States, (**F**) Knowledge of the symbols of our state and nation (**a**) Identify the flag as a symbol of our nation.

Kindergarten

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Current MLS Expectations	Code	Previous MLS
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States (PC)			
B. Purposes and principles of the Constitution			
K.PC.1.B.a	Identify reasons for making rules within the school	PR.1.A	Identify why laws and rules are made
C. Purposes and principles of the Bill of Rights			
K.PC.1.C.a	Discuss the concept of individual rights.		
E. Character Traits and Civic Attitudes of Significant Individuals			
K.PC.1.E.a	Describe the character traits of role models within your family or school.		
F. Knowledge of the symbols of our state and nation			
K.PC.1.F.a	Identify the flag as a symbol of our nation.	PR.1.D	Identify the flag as a symbol of our nation.
K.PC.1.F.b	Recite the Pledge of Allegiance.	PR.1.D	Recite the Pledge of Allegiance
2. Knowledge of principles and processes of governance systems (GS)			
C. Processes of governmental systems in decision-making			
K.GS.2.C.a	Describe how groups need to make decisions and how those decisions are made in families and classrooms.	PPG.2.A	Participate in a democratic decision-making processes.
		PPG.2.A	Explain how to resolve disputes peacefully in the classroom and on the playground.
		PPG.2.A	Explain what it means to make rules and how it is necessary to carry out or enforce rules
D. Functions of governmental systems			
K.GS.2.D.a	Describe roles and responsibilities of people in authority in families and in groups.	PPG.2.C	Describe how groups need to make decisions and how those decisions are made in families and classrooms
3. Knowledge of continuity and change in the history of Missouri and the United States (H)			
B. Historical Perspective/Thinking/Passage of time			
K.H.3.B.a	Create a personal history.		

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Code	Current MLS Expectations	Code	Previous MLS
K.H.3.B.b	Compare your family’s life in the past and present.		
C. Knowledge of the contributions of significant persons in U.S. history			
K.H.3.C.a	Describe the contributions of people typically studied in K-5 programs associated with national holidays such as George Washington, Abraham Lincoln, Squanto, etc.		
4. Knowledge of economic concepts and principles (E)			
A. Knowledge of basic economic concepts			
K.E.4.A.a	Describe examples of scarcity within your family and school.	ECP.4.A	Identify examples of scarcity
K.E.4.A.b	Describe examples of opportunity cost within your family and school.	ECP.4.A	Identify examples of opportunity cost
K.E.4.A.c	Describe examples of needs and wants within your family and school.	RIG.6.A	Name common physical, social and emotional needs
5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment (EG)			
A. Reading and constructing maps			
K.EG.5.A.a	Identify maps as representations of real places.	EGS.5.A	Identify maps and globes as geographic tools
K.EG.5.A.b	With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc.		
K.EG.5.A.c	Match legend symbols to map features.		
B. Understanding the concept of location to make predictions and solve problems			
K.EG.5.B.a	Apply positional words to locations within the classroom (below, above, front, back, left, right, etc.).		
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions (RI)			
A. Cultural characteristics of all people			
K.RI.6.A.a	Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.		
B. Methods of resolving conflicts			

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K.RI.6.B.a	Explain how to resolve disputes peacefully in the classroom and on the playground.		
C. Ideas and beliefs of different cultures			
K.RI.6.C.a	Share stories related to your family cultural traditions and family lore.		
D. Cultural heritage and preservation			
K.RI.6.D.a	Describe how you and your family remember and commemorate your cultural heritage.		
7. Knowledge of the use of tools of social science inquiry (TS)			
A. Identify, select, analyze and evaluate resources to create a product of social science inquiry			
K.TS.7.A.a	Label and analyze different Social Studies sources with guidance and support from an adult.	TSSI.7.A	Identify visual, graphic and auditory aids (posters and recordings)
		TSSI.7.A	Identify primary and secondary sources (diaries, letters, people, interviews, journals and photos)
		TSSI.7.A	Identify library and media resources (videos, electronic resources, periodicals and books)
K.TS.7.A.b	Use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.	TSSI.7.A	Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)
K.TS.7.B.a	Use visual tools to communicate information.		
D. Conducting and presenting research with appropriate resources			
K.TS.7.D.a	Share findings about a topic.		
E. Developing a research plan and identifying resources			
K.TS.7.E.a	Ask questions and find answers about a topic, with assistance.		

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Grade 1

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Current MLS Expectations	Code	Previous MLS
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States (PC)			
B. Purposes and principles of the Constitution			
1.PC.1.B.a	Identify and explain why cities make laws.	RIG.6.A	Explain how people have common physical, social and emotional needs
		PR.1.A	Explain how laws and rules are made and changed to promote the common good.
		PPG.2.C	Explain what it means to make, enforce, carry out and interpret rules (i.e., explain what rules mean in specific cases)
C. Purposes and Principles of the Bill of Rights			
1.PC.1.C.a	Discuss how individual rights are protected.	PPG.1.A	Examine how individual rights are protected.
D. Role of citizens and governments in carrying out constitutional principles			
1.PC.1.D.a	Give examples of being an active and informed citizen in your classroom and community.		
E. Character Traits and Civic Attitudes of Significant Individuals			
1.PC.1.E.a	Describe the character traits of role models within your community.		
F. Knowledge of the symbols of our state and nation			
1.PC.1.F.a	Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.	PR.1.D	Recognize and explain the significance of the following national symbols: Statue of Liberty, nation's capital
1.PC.1.F.b	Recognize and explain the significance of symbols of your local community.		
2. Knowledge of principles and processes of governance systems (GS)			
C. Processes of governmental systems in decision-making			
1.GS.2.C.a	Describe how authoritative decisions are made, enforced and interpreted within schools and local communities (e.g., explain what rules mean in specific cases).	PPG.1.C	Describe how authoritative decisions are made, enforced and interpreted within schools
D. Functions of governmental systems			
1.GS.2.D.a	Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.	PR.1.B	List the rights and responsibilities of citizens

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Code	Current MLS Expectations	Code	Previous MLS
3. Knowledge of continuity and change in the history of Missouri and the United States (H)			
B. Historical Perspective/Thinking/Passage of time			
1.H.3.B.a	Compare and contrast our community in the past and present (e.g., schools, land usage, communication).		
C. Knowledge of the contributions of significant persons in U.S. history			
1.H.3.C.a	Describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc.	USH.3a.G	Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln.
4. Knowledge of economic concepts and principles (E)			
A. Knowledge of basic economic concepts			
1.E.4.A.a	Describe examples of scarcity within your school and community.	ECP.1.A	Identify examples of private goods and services.
1.E.4.A.b	Describe examples of goods and services within your school and community.		
1.E.4.A.c	Describe consumers and producers and the relationship to goods and services within your school and community.	ECP.4.A	Describe the relationships among consumers, consumption, producers and production.
5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment (EG)			
A. Reading and constructing maps			
1.EG.5.A.a	Identify globes as representations of real places.	EGS.5.A	Read maps
		TSSI.7.A	Identify visual, graphic and auditory aids (globes, maps)
		TSSI.7.A	Identify and use primary and secondary sources (diaries, letters, people, interviews, journals and photos)
1.EG.5.A.b	With assistance, read, construct, and use maps which have a title and key.		
1.EG.5.A.c	Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.		
1.EG.5.A.d	Use a compass rose to identify cardinal directions on a map.	EGS.5.A	Use a compass rose to identify cardinal directions
B. Understanding the concept of location to make predictions and solve problems			

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1.EG.5.B.a	Locate a place by pointing it out on a map and by describing its relative location_i.e., description of a location by explaining where the place is in relation to other places.	EGS.5.B	Locate a place by pointing it out on a map and by describing its relative location (description of a location by explaining where the place is in relation to other places)
C. Understanding the concept of place			
1.EG.5.C.a	Identify physical characteristics of your community, such as climate, topography, relationship to water and ecosystems.		
1.EG.5.C.b	Describe human characteristics of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.		
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions (RI)			
A. Cultural characteristics of all people			
1.RI.6.A.a	Describe cultural characteristics of your school & community including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.		
B. Methods of resolving conflicts			
1.RI.6.B.a	Propose peaceful resolutions of disputes in the classroom and on the playground.	PPG.2.A	Propose peaceful resolutions of disputes in the classroom and on the playground
C. Ideas and beliefs of different cultures			
1.RI.6.C.a	Recount stories about locations, people, and cultural events in your community.		
D. Cultural heritage and preservation			
1.RI.6.D.a	Describe how your community commemorates its cultural heritage.		
7. Knowledge of the use of tools of social science inquiry (TS)			
A. Identify, select, analyze and evaluate resources to create a product of social science inquiry			
1.TS.7.A.a	Identify and analyze primary and secondary Social Studies sources in classroom discussion with guidance and support from an adult.		

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1.TS.7.A.b	Identify and use artifacts to share information on Social Studies topics (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).	TSSI.7.A	Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)
B. Use visual tools to communicate information and ideas			
1.TS.7.B.a	Create visual tools to communicate information.		
D. Conducting and presenting research with appropriate resources			
1.TS.7.D.a	Share findings about a Social Studies topic.		
E. Developing a research plan and identifying resources			
1.TS.7.E.a	Ask supporting questions and find answers about a Social Studies topics, with assistance.	TSSI.7.A	Identify library and media resources (videos electronic resources, books and periodicals)

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Grade 2

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Code	Current MLS Expectations	Code	Previous MLS
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States (PC)			
B. Purposes and principles of the Constitution			
2.PC.1.B.a	Explain and give examples of how laws and rules are made and changed within the community.	PR.1.A	Explain and apply the concept of majority rule.
		PPG.2.A	Explain the importance of promoting the common good
C. Purposes and principles of the Bill of Rights			
2.PC.1.C.a	Examine how individual rights are protected within a community.		
D. Role of citizens and governments in carrying out constitutional principles			
2.PC.1.D.a	Analyze how being an active and informed citizen makes a difference in your community.	PR.1.B	Explain the rights of citizens
2.PC.1.D.b	List the consequences of citizens not actively participating in their communities.		
E. Character Traits and Civic Attitudes of Significant Individuals			
2.PC.1.E.a	Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.		
F. Knowledge of the symbols of our state and nation			
2.PC.1.F.a	Describe the importance of the Pledge of Allegiance.	PR.1.D	Describe the importance of the Pledge of Allegiance
2.PC.1.F.b	Recognize and explain the significance of national symbols including national landmarks, national parks and important memorials. (e.g. White House, U.S. Capitol, and the Supreme Court, Mount Rushmore, the Alamo etc.		
2. Knowledge of principles and processes of governance systems (GS)			
C. Processes of governmental systems in decision-making			
2.GS.2.C.a	Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision-making.	PPG.2.C	Describe how authoritative decisions are made, enforced and interpreted within local communities
D. Functions of governmental systems			
2.GS.2.D.a	Identify and explain the concept of branches and functions of government.		
3. Knowledge of continuity and change in the history of Missouri and the United States (H)			

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(Adopted April 2016 for implementation in the 2016–2017 school year)		(Adopted 2010)	
Code	Current MLS Expectations	Code	Previous MLS
A. Understand the movement of people from many regions of the world to North America			
2.H.3.A.a	Compare the culture and people in our community across multiple time periods.		
B. Historical Perspective/Thinking/Passage of time			
2.H.3.B.a	Compare and contrast the changing habitats, resources, art and daily lives of Native American people in regions of the U.S.	USH.3a.G	Compare and contrast the habitats, resources, art and daily lives of Native American peoples, Woodland and Plains Indians
C. Knowledge of the contributions of significant persons in U.S. history			
2.H.3.C.a	Describe the contributions of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.).		
4. Knowledge of economic concepts and principles (E)			
A. Knowledge of basic economic concepts			
2.E.4.A.a	Describe consumption and production and the relationship to goods and services within your region.	ECP.4.A	1 st grade: Describe the relationships among consumers, consumption, producers and production
2.E.4.A.b	Demonstrate how people use money to buy and sell goods and services.		
2.E.4.A.c	Demonstrate how people barter to exchange goods and services.	ECP.4.A	Explain or demonstrate how people trade using money and bartering
2.E.4.A.d	Explain the relationship of income, labor and wages		
B. Understanding the consequences of economic decisions			
2.E.4.B.a	Describe a personal cost-benefit situation.	ECP.4.B	Explain how to make decisions using cost-benefit analysis
5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment (EG)			
A. Reading and constructing maps			
2.EG.5.A.a	Read and construct maps with title and key.	EGS.5.A	Construct maps with title and key
2.EG.5.A.b	Identify the properties and use of different types of maps for a variety of purposes.		

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Code	Current MLS Expectations	Code	Previous MLS
B. Understanding the concept of location to make predictions and solve problems			
2.EG.5.B.a	Name and locate the regions in your community.		
2.EG.5.B.b	Name and locate regions of the world.		
C. Understanding the concept of place			
2.EG.5.C.a	Identify and describe physical characteristics of the world.	EGS.5.B	Identify and locate the world’s seven continents and four oceans.
		EGS.5.C	Identify and describe physical characteristics in the world (landforms, water bodies, etc.)
2.EG.5.C.b	Identify and describe physical characteristics of the student’s region in Missouri.		
2.EG.5.C.c	Describe human characteristics of the student’s region in Missouri.		
E. Understanding relationships between and among places			
2.EG.5.E.a	Describe different types of communication and transportation and identify their advantages and disadvantages.	EGS.5.E	Describe different types of communication and transportation and identify their advantages and disadvantages.
2.EG.5.E.b	Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.	EGS.5.D	Describe how transportation and communication systems have facilitated the movement of people, products and ideas.
F. Understanding relationships between and among regions			
2.EG.5.F.a	Define the concept of regions as places which have unifying political, physical, or cultural characteristics.	EGS.5.F	Define regions (i.e., as places that have some unifying characteristic—political, climatic, language, physical, etc.)
2.EG.5.F.b	Identify examples of different regions in Missouri		
2.EG.5.F.c	Describe why people of different groups settle more in one place or region than another.	EGS.5.D	Describe why people of different groups settle more in one place than another.
G. Using geography to interpret, explain and predict			
2.EG.5.G.a	Explain how geography affects the way people live today	EGS.5.G	Use geography to explain the present (e.g., why today’s supermarkets are able to sell apples throughout the year)
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions (RI)			
A. Cultural characteristics of all people			

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Code	Current MLS Expectations	Code	Previous MLS
2.RI.6.A.a	Compare the cultural characteristics of regions in the state		
B. Methods of resolving conflicts			
2.RI.6.B.a	Demonstrate a peaceful resolution to a dispute.	PPG.2.A	Demonstrate a peaceful resolution to a dispute.
C. Ideas and beliefs of different cultures			
2.RI.6.C.a	Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends and African American folktales.		
D. Cultural heritage and preservation			
2.RI.6.D.a	Describe how regions commemorate cultural heritage.		
7. Knowledge of the use of tools of social science inquiry (TS)			
A. Identify, select, analyze and evaluate resources to create a product of social science inquiry			
2.TS.7.A.a	Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support.	TSSI.7.A	Identify and select visual, graphic and auditory aids (graphs and charts)
		TSSI.7.A	Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos.
2.TS.7.A.b	Select and use artifacts to share information on social studies' topics.	TSSI.7.A	Identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)
B. Use visual tools to communicate information and ideas			
2.TS.7.B.a	Use visual tools and informational texts to communicate information.	TSSI.7.A	Identify and select visual, graphic and auditory aids (graphs and charts)
C. Understanding and supporting fact, opinion, bias and point of view in sources.			
2.TS.7.C.a	Explain the difference between fact and opinion in social studies' topics.		
2.TS.7.C.b	Explain the concept of point of view in social studies' topics.		
D. Conducting and presenting research with appropriate resources			

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2.TS.7.D.a	Share research about a social studies' topic.		
E. Developing a research plan and identifying resources			
2.TS.7.E.a	Develop supporting questions about social studies' topics, with assistance.	TSSI.7.A	Identify and select library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, and books)
2.TS.7.E.b	Describe a process to answer those questions		
2.TS.7.E.c	Discuss types of sources that would be helpful in exploring social studies' questions.		

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Grade 3

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Code	Current MLS Expectations	Code	Previous MLS
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States (PC)			
B. Purposes and principles of the Constitution			
3.PC.1.B.a	Explain and give examples of how laws are made and changed within the state.	PR.1.A	Identify and explain why cities make laws and ordinances
3.PC.1.B.b	Explain the major purposes of the Missouri Constitution.	PR.1.A	Identify and explain why Missouri has a constitution and why the state makes and enforces laws
C. Purposes and principles of the Bill of Rights			
3.PC.1.C.a	Examine how individual rights are protected within our state.	PR.1.B	Discuss and apply responsibilities of citizens including respect for the rights of others and treating others fairly (justice)
D. Role of citizens and governments in carrying out constitutional principles			
3.PC.1.D.a	Explain how the State of Missouri relies on responsible participation and draw implications for how people should participate.	PR.1.B	Discuss and apply responsibilities of citizens including respect for the rights of others and treating others fairly (justice)
E. Character Traits and Civic Attitudes of Significant Individuals			
3.PC.1.E.a	Describe the character traits and civic attitudes of influential Missourians.		
F. Knowledge of the symbols of our state and nation			
3.PC.1.F.a	Explain how the National Anthem symbolizes our nation.	PR.1.D	Explain how the National Anthem symbolizes our nation
3.PC.1.F.b	Recognize and explain the significance of the Gateway Arch, and the Great Seal of Missouri and other symbols of our state.		
2. Knowledge of principles and processes of governance systems (GS)			
A. Purposes and roles of government			
3.GS.2.A.a	Explain how governments balance individual rights with common good to solve local community or state issues.	PR.1.A PPG.2.A	1 st Grade: Explain how laws and rules are made and changed to promote the common good. 2 nd Grade: Explain the importance of promoting the common good
B. Dispute Resolution			
3.GS.2.B.a	Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.	PR.2.A	Analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc.
C. Processes of governmental systems in decision-making			

K-5 Social Studies Crosswalk

Coding: Grade Level. Strand. Concept. Expectation

Example: K.PC.1.F.a (**K**) Kindergarten, (**PC.1**) Knowledge of the principals expressed in the documents shaping constitutional democracy in the United States, (**F**) Knowledge of the symbols of our state and nation (**a**) Identify the flag as a symbol of our nation.

Grade 3

Missouri Learning Standards: Grade-Level Expectations for Social Studies		Missouri Learning Standards: Social Studies	
(Adopted April 2016 for implementation in the 2016–2017 school year)		(Adopted 2010)	
Code	Current MLS Expectations	Code	Previous MLS
3.GS.2.C.a	Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and current events.	PR.2.C	Describe how authoritative decisions are made, enforced and interpreted within the federal government
D. Functions of governmental systems			
3.GS.2.D.a	Identify and explain the functions of the three branches of government in Missouri.	PR.2.C	Identify and explain the functions of the three branches of government in the federal government
3. Knowledge of continuity and change in the history of Missouri and the United States (H)			
A. Understand the movement of people from many regions of the world to North America			
3.H.3.A.a	Describe the migration of Native Americans to Missouri prior to European settlement in the state.	USH.3a.C	5 th Grade: Outline the discovery, exploration and early settlement of America.
3.H.3.A.b	Describe the discovery, exploration and early settlement of Missouri by European immigrants.		
3.H.3.A.c	Describe the reasons African peoples were enslaved and brought to Missouri.		
B. Historical Perspective/Thinking/Passage of time			
3.H.3.B.a	Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.	USH.3a.C	4 th Grade: Locate and describe settlements in Missouri of people of European and African heritage.
3.H.3.B.b	Examine changing cultural interactions and conflicts among Missourians after the Civil War.		
C. Knowledge of the contributions of significant persons in U.S. history			
3.H.3.C.a	Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).	USH.3a.B	4 th Grade: 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)
E. Political Developments and Reform Movements in the U.S			
3.H.3.E.a	Discuss the causes and consequences of the Dred Scott decision on Missouri and the nation.		
F. Westward Expansion and settlement in the U.S.			

K-5 Social Studies Crosswalk

Coding: Grade Level. Strand. Concept. Expectation

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Grade 3

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Current MLS Expectations	Code	Previous MLS
3.H.3.F.a	Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.	USH.3a.H	4 th Grade; Sequence and describe the importance of a. Louisiana Purchase b. Lewis and Clark Expedition
3.H.3.F.b	Evaluate the impact of westward expansion on the Native Americans in Missouri.	USH.3a.F	4 th Grade: Summarize the events in westward expansion, including people’s motivation, their hardships, and Missouri as a jumping-off point to the West.
3.H.3.F.c	Discuss issues of Missouri statehood, such as the Missouri compromise.	USH.3a.F	4 th Grade: Outline issues of Missouri statehood, such as the Missouri Compromise.
G. Understanding the causes and consequences of the Civil War			
3.H.3.G.a	Explain Missouri’s role in the Civil War, including the concept of a border state.	USH.3a.I	4 th Grade: Explain Missouri’s role in the Civil War, i.e., Missouri as a border state.
3.H.3.G.b	Describe the consequences of the Civil War in Missouri including on education, transportation, and communication.	USH.3a.I	4 th Grade: Describe the changes in Missouri since the Civil War in education, transportation and communication
4. Knowledge of economic concepts and principles (E)			
A. Knowledge of basic economic concepts			
3.E.4.A.a	Compare and contrast private and public goods and services.	ECP.4.A	Identify and explain public goods and services.
		ECP.4.A	Distinguish among natural, capital and human resources.
3.E.4.A.b	Define natural, capital and human resources.	ECP.4.A	Distinguish among natural, capital and human resources
3.E.4.A.c	Define economy.		
3.E.4.A.d	Explain supply and demand.		
B. Understanding the consequences of economic decisions			
3.E.4.B.a	Conduct a personal cost-benefit analysis.	ECP.4.B	Conduct a cost-benefit analysis
C. Understanding various types of taxes and their purposes			
3.E.4.C.a	Define taxes and explain how taxes are generated and used.	ECP.4.C	Identify taxes that students experience, such as sales taxes
		ECP.4.C	List how tax moneys are used, who benefits from tax-supported services and who pays for these services

K-5 Social Studies Crosswalk

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Grade 3

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Current MLS Expectations	Code	Previous MLS
D. Factors that influence the economy			
3.E.4.D.a	Explain the factors, past and present, that influence changes in our state’s economy (technology, movement of people, resources, etc.).		
5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment (EG)			
A. Reading and constructing maps			
3.EG.5.A.a	Read and construct historical and current maps.	EGS.5.A	Read and construct maps
B. Understanding the concept of location to make predictions and solve problems			
3.EG.5.B.a	Name and locate major cities, rivers, regions, and states which border Missouri.	EGS.5.B	Identify and locate the Mississippi and Missouri Rivers.
		EGS.5.B	Locate and identify the states bordering Missouri on a map.
3.EG.5.B.b	Describe and use absolute location using a grid system.	EGS.5.B	Describe and use absolute location using a grid system
C. Understanding the concept of place			
3.EG.5.C.a	Identify and compare physical geographic characteristics of Missouri. (e.g. climate, topography, relationship to water and ecosystems)	EGS.5.B	Identify and locate the Mississippi and Missouri Rivers.
		EGS.5.B	Locate and identify the states bordering Missouri on a map.
		EGS.5.D	Describe various ecosystems in Missouri and the world and what physical factors cause them to be as they are
3.EG.5.C.b	Describe human characteristics of Missouri (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.).	EGS.5.E	Explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other
D. Relationships within places (Human-Environment Interactions)			
3.EG.5.D.a	Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present	EGS.5.D	4 th Grade: Describe how people are affected by, depend on, adapt to and change their environments
E. Understanding relationships between and among places			

K-5 Social Studies Crosswalk

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Grade 3

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Current MLS Expectations	Code	Previous MLS
3.EG.5.E.a	Describe how changes in communication and transportation technologies affect people's lives.	EGS.5.E	Describe how changes in communication and transportation technologies affect people's lives
F. Understanding relationships between and among regions			
3.EG.5.F.a	Identify regions in Missouri.	EGS.5.F	Identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district)
3.EG.5.F.b	Compare regions in Missouri		
G. Using geography to interpret, explain and predict			
3.EG.5.G.a	Explain how geography affected important events in Missouri history.	EGS.5.G	4 th Grade: 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)
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions (RI)			
A. Cultural characteristics of all people			
3.RI.6.A.a	Compare the cultural characteristics regions in Missouri with other states in the nation. (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).	RIG.6.A	Compare how people's needs have been met in different ways in different cultures at various times
B. Methods of resolving conflicts			
3.RI.6.B.a	Take part in a constructive process or method for resolving conflicts.	RIG.6.C	Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision)
C. Ideas and beliefs of different cultures			
3.RI.6.C.a	Research stories and songs that reflect the cultural history of Missouri.		
D. Cultural heritage and preservation			
3.RI.6.D.a	Describe how people in Missouri preserve their cultural heritage.		
E. Changing societal roles and status of various groups			
3.RI.6.E.a	Examine the changing roles of Native Americans, Immigrants, African Americans, women and others in Missouri history.		

K-5 Social Studies Crosswalk

Coding: Grade Level. Strand. Concept. Expectation

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Grade 3

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Current MLS Expectations	Code	Previous MLS
7. Knowledge of the use of tools of social science inquiry (TS)			
A. Identify, select, analyze and evaluate resources to create a product of social science inquiry			
3.TS.7.A.a	Select, and analyze primary and secondary Social Studies' sources to determine importance with guidance and support.	TSSI.7.A	Identify, use and create primary and secondary sources (diaries, letters, people, interviews, journals and photos)
		TSSI.7.A	Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, and books)
3.TS.7.A.b	Create and use artifacts to share information on social studies' topics (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments)	TSSI.7.A	Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)
B. Use visual tools to communicate information and ideas			
3.TS.7.B.a	With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.		
C. Understanding and supporting fact, opinion, bias and point of view in sources.			
3.TS.7.C.a	Identify facts and opinions in social studies' topics.		
3.TS.7.C.b	Identify point of view in social studies' topics.		
D. Conducting and presenting research with appropriate resources			
3.TS.7.D.a	Present social studies' research to an audience using appropriate sources.		
E. Developing a research plan and identifying resources			
3.TS.7.E.a	Generate supporting questions about social studies' topics.		
3.TS.7.E.b	Use steps in a process to investigate a social studies' question.	TSSI.7.A	Identify, select and use visual, graphic and auditory aids (timelines and diagrams)
3.TS.7.E.c	Use appropriate sources to investigate social studies' questions.		
F. Conducting and presenting research with appropriate resources			

K-5 Social Studies Crosswalk

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Grade 3

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Current MLS Expectations	Code	Previous MLS
3.TS.7.F.a	Investigate an appropriate social studies' question and share results with assistance, if needed.		

K-5 Social Studies Crosswalk

Coding: Grade Level. Strand. Concept. Expectation

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Grade 4

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Current MLS Expectations	Code	Previous MLS
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States (PC)			
A. Purposes and principles of the Declaration of Independence			
4.PC.1.A.a	With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.	PR.1.C	3 rd Grade: State the main purposes of the Declaration of Independence
B. Purposes and principles of the Constitution			
4.PC.1.B.a	Explain the major purpose of the Constitution.	PR.1.B	Explain the major purpose of the Constitution and the Bill of Rights
4.PC.1.B.b	With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.	PR.1.A	5 th Grade: Identify important principles in the Constitution including <ul style="list-style-type: none"> a. limited government b. rule of law c. majority rule d. minority rights e. separation of powers f. checks and balances
C. Purposes and principles of the Bill of Rights			
4.PC.1.C.a	Explain the major purpose of the Bill of Rights.	PR.1.B	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.
4.PC.1.C.b	Identify important principles in the Bill of Rights.	PR.1.B	Explain the major purpose of the Constitution and the Bill of Rights
D. Role of citizens and governments in carrying out constitutional principles			
4.PC.1.D.a	Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.		
E. Character Traits and Civic Attitudes of Significant Individuals			
4.PC.1.E.a	Describe the character traits and civic attitudes of historically significant individuals in American history prior to c.1800.		
F. Knowledge of the symbols of our state and nation			

K-5 Social Studies Crosswalk

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Grade 4

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Current MLS Expectations	Code	Previous MLS
4.PC.1.F.a	Recognize and explain the significance of national symbols associated with historical events and time periods being studied.		
2. Knowledge of principles and processes of governance systems (GS)			
A. Purposes and roles of government			
4.GS.2.A.a	Explain how the purpose and roles of government were debated c. early settlements to 1800.	PR.1.A	Identify and explain why Missouri has a constitution and why the state makes and enforces laws
B. Dispute Resolution			
4.GS.2.B.a	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.		
C. Processes of governmental systems in decision-making			
4.GS.2.C.a	Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.	PPG.2.C	Describe how authoritative decisions are made, enforced and interpreted within the state government
D. Functions of governmental systems			
4.GS.2.D.a	Identify and explain the functions of the three branches of government in the federal government.	PPG.2.C	Identify and explain the functions of the three branches of government in the state government
3. Knowledge of continuity and change in the history of Missouri and the United States (H)			
A. Understand the movement of people from many regions of the world to North America			
4.H.3.A.a	Describe the migrations of Native Americans prior to 1800.		
4.H.3.A.b	Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.		
4.H.3.A.c	Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.		
B. Historical Perspective/Thinking/Passage of time			

K-5 Social Studies Crosswalk

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Grade 4

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Code	Current MLS Expectations	Code	Previous MLS
4.H.3.B.a	Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800	USH.3a.C	Locate and describe settlements in Missouri of people of European and African heritage.
		USH.3a.F	Outline issues of Missouri statehood, such as the Missouri Compromise
C. Knowledge of the contributions of significant persons in U.S. history			
4.H.3.C.a	Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800, (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.).	USH.3a.B	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. Perspectives on the American Revolution			
4.H.3.D.a	Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.		
4.H.3.D.b	Explain the factors that contributed to the colonists' success.	USH.3a.G	Describe the contributions of Thomas Jefferson
E. Political Developments and Reform Movements in the U.S			
4.H.3.E.a	Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.		
4.H.3.E.b	Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.		
F. Westward Expansion and settlement in the US			
4.H.3.F.a	Investigate the causes and consequences of westward expansion prior to 1800.		
4. Knowledge of economic concepts and principles (E)			
A. Knowledge of basic economic concepts			
4.E.4.A.a	Compare and contrast saving and financial investment.	ECP.4.A	Compare saving and financial investment

K-5 Social Studies Crosswalk

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Grade 4

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4.E.4.A.b	Explain the relationship between profit and loss in economic decisions.	ECP.4.A	Explain supply and demand
4.E.4.A.c	Distinguish among natural, capital and human resources.	ECP.4.B	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)
B. Understanding the consequences of economic decisions			
4.E.4.B.a	Conduct a public cost-benefit analysis.		
C. Understanding various types of taxes and their purposes			
4.E.4.C.a	Explain how the government utilizes taxes to provide goods and services.	ECP.4.C ECP.4.D	Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes. Explain how decisions of households, businesses and governments affect one another
D. Factors that influence the economy			
4.E.4.D.a	Explain the factors, past and present, that influence changes in regional economies (e.g. technology, movement of people, resources, etc.).		
5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment (EG)			
A. Reading and constructing maps			
4.EG.5.A.a	Construct and interpret historical and current maps.	EGS.5.A	Construct and interpret maps
B. Understanding the concept of location to make predictions and solve problems.			
4.EG.5.B.a	Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	EGS.5.B	Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph
C. Understanding the concept of place			
4.EG.5.C.a	Identify and compare physical characteristics of specific regions within the nation, such as climate, topography, relationship to water and ecosystems.		

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Grade 4

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4.EG.5.C.b	Identify and compare diverse human characteristics of the nation, such as people’s education, language, economies, religions, settlement patterns, ethnic background and political system.	EGS.5.C	Describe human characteristics of a place, (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.)
D. Relationships within places (Human-Environment Interactions)			
4.EG.5.D.a	Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and present.	EGS.5.D	Describe how people are affected by, depend on, adapt to and change their environments
E. Understanding relationships between and among places			
4.EG.5.E.a	Analyze how changes in communication and transportation technologies affect people’s lives.		
F. Understanding relationships between and among regions			
4.EG.5.F.a	Identify different kinds of regions in the United States and analyze how their characteristics affect people who live there. (e.g., history, economy, governance, society, and today’s culture).	EGS.5.F	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)
G. Using geography to interpret, explain and predict			
4.EG.5.G.a	Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed. (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).	EGS.5.G	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)
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions (RI)			
A. Cultural characteristics of all people			
4.RI.6.A.a	Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800 (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).		
B. Methods of resolving conflicts			
4.RI.6.B.a	Apply constructive processes or methods for resolving conflicts.		
C. Ideas and beliefs of different cultures			

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Grade 4

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Code	Current MLS Expectations	Code	Previous MLS
4.RI.6.C.a	Research stories and songs that reflect the cultural history of the early United States prior to 1800.		
D. Cultural heritage and preservation			
4.RI.6.D.a	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.		
E. Changing societal roles and status of various groups			
4.RI.6.E.a	Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.	RIG.6.B	Analyze how needs are met by groups and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.)
7. Tools of Social Science Inquiry (TS)			
A. Identify, select, analyze and evaluate resources to create a product of social science inquiry			
4.TS.7.A.a	Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support.	TSSI.7.A	Use and evaluate primary and secondary sources (diaries, letters, people, interviews, journals and photos)
4.TS.7.A.b	Analyze and use artifacts to share information on social studies' topics. (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).	TSSI.7.A	Identify and create artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)
B. Use visual tools to communicate information and ideas			
4.TS.7.B.a	Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.	TSSI.7.A TSSI.7.A	Identify, select and use visual, graphic and auditory aids. Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons)
4.TS.7.B.b	Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.	TSSI.7.B	Create maps, timelines, diagrams and cartoons to enhance studies in civics, history, economics and geography
C. Understanding and supporting fact, opinion, bias and point of view in sources.			
4.TS.7.C.a	Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.		
D. Conducting and presenting research with appropriate resources			
4.TS.7.D.a	With assistance, conduct and present social studies' research to an audience using appropriate sources.		

K-5 Social Studies Crosswalk

Coding: Grade Level. Strand. Concept. Expectation

Example: K.PC.1.F.a **(K)** Kindergarten, **(PC.1)** Knowledge of the principals expressed in the documents shaping constitutional democracy in the United States, **(F)** Knowledge of the symbols of our state and nation **(a)** Identify the flag as a symbol of our nation.

Grade 4

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Current MLS Expectations	Code	Previous MLS
E. Developing a research plan and identifying resources			
4.TS.7.E.a	Generate compelling research questions about a social studies' topic.		
4.TS.7.E.b	Apply a research process to a compelling social studies' question.		
4.TS.7.E.c	Identify and use appropriate resources for investigating a compelling social studies' question.		
F. Conducting and presenting research with appropriate resources			
4.TS.7.F.a	Research an appropriate social studies' question and share results with an audience.		

K-5 Social Studies Crosswalk

Coding: Grade Level. Strand. Concept. Expectation

Example: K.PC.1.F.a (**K**) Kindergarten, (**PC.1**) Knowledge of the principals expressed it the documents shaping constitutional democracy in the United States, (**F**) Knowledge of the symbols of our state and nation (**a**) Identify the flag as a symbol of our nation.

Grade 5

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Current MLS Expectations	Code	Previous MLS
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States (PC)			
A. Purposes and principles of the Declaration of Independence			
5.PC.1.A.a	Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.	PR.1.A	Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed
B. Purposes and principles of the Constitution			
5.PC.1.B.a	Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.	PR.1.A	Identify important principles in the Constitution including g. limited government h. rule of law i. majority rule j. minority rights k. separation of powers l. checks and balances
		PR.1.A	Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9)
C. Purposes and principles of the Bill of Rights			
5.PC.1.C.a	Apply the principles of the Bill of Rights to historical time periods being studied and to current events.		
D. Role of citizens and governments in carrying out constitutional principles			
5.PC.1.D.a	Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	USH.3a.D	Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
E. Character Traits and Civic Attitudes of Significant Individuals			
5.PC.1.E.a	Describe the character traits and civic attitudes of significant individuals from c. 1800 – 2000.		
F. Knowledge of the symbols of our state and nation			
5.PC.1.F.a	Recognize and explain the significance of national symbols associated with historical events and time periods being studied.		

K-5 Social Studies Crosswalk

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Grade 5

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Code	Current MLS Expectations	Code	Previous MLS
2. Knowledge of principles and processes of governance systems (GS)			
A. Purposes and roles of government			
5.GS.2.A.a	Explain how the purpose and roles of government have been debated across historical time periods to current times.		
B. Dispute Resolution			
5.GS.2.B.a	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800 – 2000.		
C. Processes of governmental systems in decision-making			
5.GS.2.C.a	Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.		
D. Functions of governmental systems			
5.GS.2.D.a	Distinguish between powers and functions of local, state and national government in the past and present.	PPG.2.C	Distinguish between powers and functions of local, state and national government
3. Knowledge of continuity and change in the history of Missouri and the United States (H)			
A. Understand the movement of people from many regions of the world to North America			
5.H.3.A.a	Outline the territorial expansion of the United States.	USH.3a.C	Outline the discovery, exploration and early settlement of America
5.H.3.A.b	Describe the impact of migration on immigrants and the United States c. 1800-2000.		
B. Historical Perspective/Thinking/Passage of time			
5.H.3.B.a	Examine cultural interactions and conflicts among Native Americans, European Americans and African-Americans from c. 1800 – 2000.	USH.3a.A	Summarize the viability and diversity of Native American cultures before Europeans came.
		USH.3a.F	Examine cultural interactions among these groups from colonial times to Civil War: a. Native Americans b. Immigrants from Europe c. Africans brought to America
C. Knowledge of the contributions of significant persons in U.S. history			

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Grade 5

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5.H.3.C.a	Identify and describe the contributions of historically significant individuals from 1800 – 2000. (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, etc.).		
E. Political Developments and Reform Movements in the U.S			
5.H.3.E.a	Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000 (e.g. Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, The New Deal, The Great Society, The Civil Rights Movement, the Women’s Movement, and others.		
F. Westward Expansion and Settlement in the U.S.			
5.H.3.F.a	Investigate the causes and consequences of westward expansion c. 1800-2000 (e.g. Texas and the Mexican War, Oregon Territory, California Gold Rush and others.)	USH.3a.F	Investigate the causes and consequences of Westward Expansion, including: a. Texas and the Mexican War b. Oregon Territory c. California Gold Rush
G. Understanding the Causes and Consequences of the Civil War			
5.H.3.G.a	Identify political, economic and social causes and consequences of the Civil War and Reconstruction.	USH.3a.F	Identify political, economical and social causes and consequences of the Civil War and Reconstruction
H. Major Economic Developments in the United States			
5.H.3.H.a	Identify political, economic, and social causes and consequences of the Great Depression.		
I. Causes, comparisons, and results of major twentieth-century wars			
5.H.3.I.a	Identify political, economic, and social causes and consequences of World War I and WWII on the United States.		

K-5 Social Studies Crosswalk

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Grade 5

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
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5.H.3.I.b	Identify political, economic, and social causes and consequences of the Cold War on the United States.		
4. Knowledge of economic concepts and principles (E)			
A. Knowledge of basic economic concepts			
5.E.4.A.a	Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.	ECP.4.A	Apply the following economic concepts: a. scarcity b. supply and demand c. trade-offs (opportunity cost)
D. Factors that influence the economy			
5.E.4.D.a	Explain the factors, past and present, that influence changes in our nation's economy. (e.g. technology, movement of people, resources, etc.).	ECP.4.E	Identify the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy.
		ECP.4.F	Interpret the past, explain the present and predict future consequences of economic decisions
5.E.4.D.b	Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.		
5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment (EG)			
A. Reading and constructing maps			
5.EG.5.A.a	Use geographic sources to acquire information, answer questions and solve problems.	EGS.5.A	Use geographic research sources to acquire information and answer questions
5.EG.5.A.b	Construct maps for relevant social studies topics.	EGS.5.A	Construct maps
B. Understanding the concept of location to make predictions and solve problems			
5.EG.5.B.a	Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	EGS.5.B	Locate cities of Missouri and the United States
		EGS.5.B	Locate states and major topographic features of the United States
5.EG.5.B.b	Locate and describe real places, using absolute and relative location.	EGS.5.B	Locate and describe real places, using absolute and relative location
C. Understanding the concept of place			

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5.EG.5.C.a	Describe and analyze physical characteristics of the nation. (e.g. climate, topography, relationship to water and ecosystems)	EGS.5.B	Identify physical characteristics, such as climate, topography, relationship to water and ecosystems
5.EG.5.C.b	Describe and analyze diverse human characteristics of the nation; (e.g. such as people’s education, language, economies, religions, settlement patterns, ethnic background and political system)	EGS.5.C	Identify human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political system.
D. Relationships within places (Human-Environment Interactions)			
5.EG.5.D.a	Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.		
E. Understanding relationships between and among places			
5.EG.5.E.a	Evaluate how changes in communication and transportation technologies affect people’s lives.		
F. Understanding relationships between and among regions			
5.EG.5.F.a	Describe different regions in the United States and analyze how their characteristics affect people who live there. (e.g. history, economy, governance, society, and today’s culture).	EGS.5.F	Identify different kinds of regions in the United States
G. Using geography to interpret, explain and predict			
5.EG.5.G.a	Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.	EGS.5.H EGS.5.J	Identify major patterns of population distribution, demographics and migrations in the United States. Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)
5.EG.5.G.b	Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.		
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions (RI)			
A. Cultural characteristics of all people			
5.RI.6.A.a	Compare cultural characteristics across historical time periods in the U.S. post c. 1800(e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).	RI.6.E	Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group.

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5.RI.6.A.b	Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.		
B. Methods of resolving conflicts			
5.RI.6.B.a	Evaluate constructive processes or methods for resolving conflicts.		
C. Ideas and beliefs of different cultures			
5.RI.6.C.a	Research stories and songs that reflect the cultural history of the United States c. 1800-2000.		
D. Cultural heritage and preservation			
5.RI.6.D.a	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	RIG.6.I	Identify how ideas, concepts and traditions have changed over time in the United States
C. Changing societal roles and status of various groups			
5.RI.6.E.a	Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.		
7. Knowledge of the use of tools of social science inquiry (TS)			
A. Identify, select, analyze and evaluate resources to create a product of social science inquiry			
5.TS.7.A.a	Identify, select, analyze, evaluate, and use resources to create a product of social science inquiry.	TSSI.7.A	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters
5.TS.7.A.b	Evaluate and use artifacts to share information on social studies' topics. (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).		
B. Use visual tools to communicate information and ideas			
5.S.7.B.a	Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas. (e.g. maps, graphs, statistical data, timelines, cartoons, charts and diagrams).	TSSI.7.A	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters
5.TS.7.B.b	Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies' topics.	TSSI.7.B	Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions

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C. Understanding and supporting fact, opinion, bias and point of view in sources			
5.TS.7.C.a	Explain how facts and opinions affect point of view and/or bias in social studies' topics.	TSSI.5.C	Distinguish between fact and opinion and recognize bias and points of view
5.TS.7.C.b	Identify, research, and defend a point of view/position on a social studies' topic.	TSSI.5.G	Identify, research and defend a point of view/position
D. Conducting and Presenting Research with Appropriate Resources			
5.TS.7.D.a	Conduct and present social studies' research to an audience using appropriate sources.		
E. Developing a research plan and identifying resources			
5.TS.7.E.a	Generate compelling research questions about a social studies' topic.		
5.TS.7.E.b	Create and apply a research process to investigate a compelling social studies' question.	TSSI.5.D	Use technological tools for research and presentation
5.TS.7.E.c	Evaluate and use appropriate resources for investigating a compelling social studies' question.		
F. Conducting and presenting research with appropriate resources			
5.TS.7.F.a	Conduct and present research on a social studies' question to an audience, using appropriate sources.		
G. Supporting a point of view			
5.TS.7.G.a	Research and defend a point of view/position on a social studies' question.		

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