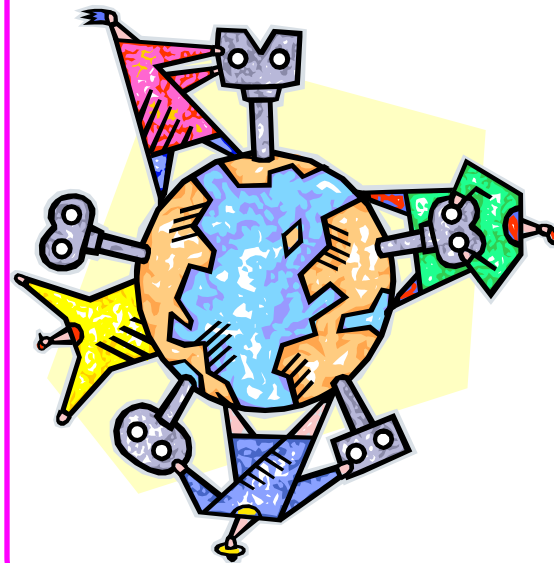


Missouri School for the Blind

Vocational Education Department

Middle and High School

Social Studies



At Missouri School for the Blind we believe student success is our first and foremost responsibility. We further believe that every student learns in an individual way and at an individual rate; therefore, Missouri School for the Blind differentiates instruction to meet the needs of each learner. For students whose IEP driven educational program centers on the application of the Show-Me-Standards within the context of essential skills, alternate methods of program planning and alternate assessments are needed. These expanded standards maintain the essence of the Missouri Show-Me-Standards, thereby ensuring that all students have access to, and make progress in, the general curriculum. The alternative GLE's are designed to meet a wide range of students needs; however, each course may be further differentiated through the IEP process to meet those individual needs.

For more information visit our website at: msb.dese.mo.gov

Or contact:
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All Courses

Tools of Social Science Inquiry

- Identify and use (with assistance) visual, tactile, and select graphic and auditory aids (globes, maps).
- Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos).
- Identify and select library and media resources (videos, electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, and books).
- Identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).

Introduction to Western Civilization (SOC I)

By the end of Introduction to Western Civilization (SOC I), students will be able to:

Principles of Constitutional Democracy

- Identify ways laws and rules are made.
- Identify and explain why cities make laws and ordinances.
- Explain how laws and rules are made and changed to promote the common good.
- Discuss and apply responsibilities of citizens, including respect for the rights of others and treating others fairly (justice).

Missouri, U.S. & World History

- Summarize the viability and diversity of Native American cultures before Europeans came.
- Compare and contrast the habitats, resources, art and daily lives of Native American peoples, (Woodland and Plains Indians).
- Evaluate the impact of westward expansion on Native American's in Missouri.

Governance Systems

- Explain the importance of promoting the common good.
- Demonstrate a peaceful resolution to a dispute.

Economic Concepts and Principles

- Show how people trade using money and bartering.
- Explain supply and demand.

Geographical Study and Analysis

- Construct maps with title and key.
- Identify and locate the Mississippi and Missouri Rivers.
- Identify and describe physical characteristics in North America (landforms, water bodies, etc.).

Relationships of Individual and Groups to Institutions & Traditions

- Describe how needs are met by families and friends.
- Compare how people's needs have been met in different ways in different cultures at various times.
- 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).



Discovery of America (SOC 2)

By the end of Discovery of America (SOC 2), students will be able to:

Principles of Constitutional Democracy

- Identify and explain why cities make laws and ordinances.
- Discuss and apply responsibilities of citizens including respect for the rights of others and treating others fairly (justice).

Missouri, US & World History

- Identify and describe the significance of the individuals who have made contributions to our state and national heritage: examples include Lewis and Clark, Christopher Columbus, Amerigo Vespucci, Pilgrims, Sacajawea, etc.
- Describe the migration of people from many regions of the world and the interactions of cultures and religious traditions that have contributed to America's history.
- Outline the discovery, exploration and early settlement of America.
- Evaluate the importance of the discovery, exploration and early settlement of America.
- Examine cultural interactions among these groups:

Native Americans

Immigrants from Europe

Africans brought to America

Governance Systems

- Explain the importance of promoting the common good.
- Demonstrate a peaceful resolution to a dispute.
- Explain how disputes can threaten the peace in a community and how they may be resolved peacefully.

Economic Concepts and Principles

- Identify and explain public goods and services.

Geographical Study and Analysis

- Construct and interpret maps.
- Identify and locate the world's seven continents and four oceans.

Relationships of Individual and Groups to Institutions & Traditions

- Analyze how needs are met by groups and organizations (i.e. governments, businesses, schools, religious institutions, charitable organizations, etc.)
- Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer.



Geographical Study and Analysis

- Construct Maps.
- Locate cities of Missouri and the United States.
- Locate and describe geographic places, using absolute and relative locations.
- Identify human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background, and political system.
- Describe how changes in communication and transportation technologies affect people's lives.
- 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.
- Identify examples of different regions (i.e. urban, rural, recreational area, wheat-producing region, business district).
- Identify different kinds of regions of the United States.
- Use geography to interpret the past, explain the present and plan for the future (i.e. physical processes that continue to reshape the earth).

Relationships of Individual and Groups to Institutions and Traditions

- Identify how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group.
- Identify how ideas, concepts, and traditions have changed over time (i.e. women's roles in society).

World History (SOC 7)

By the end of World (Soc 7), students will be able to:

World History

- Examine river civilizations including: Ancient Egypt in North Africa (pyramids and mathematics), India (religions and culture), Mesopotamia (beginnings of civilization), China (technological advances).
- Distinguish between Greek civilization and the Roman Empire regarding: origins of democracy, rules of law, governmental structure.

- Investigate Europe in the Middle Ages, including: rise of kingdoms, feudalism, the Crusades
- Investigate Feudal Japan, including: rise of war lords, art
- Examine and compare the Mayan, Aztec and Incan cultures.
- Investigate African Empires, including: agriculture, arts, gold production and the trans-Saharan caravan trade, spread of Islam into Africa.

Principles and Processes of Governance Systems

- Define limited and unlimited governments (i.e. democratic and authoritarian governments and how peoples' lives vary under these systems).

Economic Concepts and Principles

- Interpret the past, explain the present and predict future consequences of economic decisions.
- Identify the consequence of personal and public economic decisions.

Geographical Study and Analysis

- Use geographic research sources to acquire and process information to answer, solve problems, and construct maps.
- Locate major cities and nations of the world in historical context.
- Locate the world's continents, oceans and major topographic features as civilizations spread.
- Locate and describe geographic places, using absolute and relative locations.
- Describe trade patterns, explaining how supply and demand influence movement of goods and services, human, natural and capital resources.
- Compare regions and predict how human life in one region in the world would differ from that in another.

Relationships of Individual/Groups to Institutions and Traditions

- Describe how cultural traditions, human actions and institutions affect people's behavior.
- Describe how ideas, concepts and traditions have changed over time.

Missouri, US & World History

- Relate the drafting of the Constitution, and formation of a new nation.

Governance Systems

- Explain the importance of promoting the common good.
- Identify and define limited and unlimited governments.
- Analyze peaceful resolution of disputes by courts or other legitimate authorities such as parents, teachers, principals, etc.
- Identify and explain the functions of the three branches of government in the federal government.
- Give examples of how local, state and national governments impact people's lives.



Economic Concepts and Principles

- Interpret past, explain present and predict future consequences of economic decisions. (Decisions would be a nature that is meaningful to un-graded high school students, such as decisions made by consumers and decision pertaining to the environment).
- 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.
- Analyze the roles people, businesses, and government play in economic systems, such as:
 - Monetary policy (why the Federal Reserve System influence interest rates and money supply)
 - Fiscal policy (government taxation and spending).

- Identify the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice).

Relationships of Individual and Groups to Institutions and Traditions

- Compare and contrast the major ideas and beliefs of different cultures.
- Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs (Major social institutions).

Current Issues (SOC 6)

By the end of Current Issues (Soc 6), students will be able to:

Missouri, US & World History

- Describe the contributions of Martin Luther King, Jr. and other civil rights leaders to our National heritage.

Governance Systems

- Analyze peaceful resolution of disputes by courts or other legitimate authorities such as parents, teachers, principals, etc.
- Describe how authoritative decisions are made, enforced and interpreted with the Federal, State and Local government.

Economic Concepts and Principles

- Identify and explain public goods and services.
- Interpret past, explain present and predict future consequences of economic decisions. (Decisions would be meaningful to fourth graders, such as decisions made by consumers and decision pertaining to the environment).
- Identify the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy
- Identify taxes students experience, i.e. sales taxes.
- List how tax moneys are used, who benefits from tax-supported services and who pays for these services.
- Explain how decisions of households, businesses, and governments affect one another.

American History I (SOC 3)

By the end of American History I (SOC 3), students will be able to:

Principles of Constitutional Democracy

- Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed.
- State the main purposes of the Declaration of Independence.
- Identify the purpose of the Constitution.



Missouri, US & World History

- Identify and describe the significance of individuals who made contributions to our state and national heritage including: George Washington, Paul Revere, John Hancock, John Adams, Benjamin Franklin, Thomas Jefferson, Betsy Ross, Francis Scott Key, Rufus Easton, Mary Easton Scott.
- Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful.
- Relate the drafting of the Constitution, and formation of a new nation.

- Investigate the causes and consequences of Westward Expansion including:

Louisiana Purchase

Louis and Clark Expedition

Missouri Compromise

- Examine Cultural Interactions among: Native Americans and European Immigrants.

Governance Systems

- Describe how authoritative decisions are made, enforced and interpreted within school local communities.

Economic Concepts and Principles

- Explain how to make decisions using cost-benefit analysis.

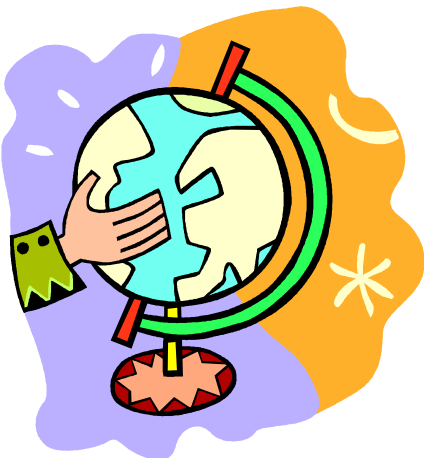


Geographical Study and Analysis

- Describe human characteristics of a place, (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.)
- Describe how people are affected by, depend on, adapt to and change their environments.
- Describe how changes in communication and transportation technologies affect people's lives.
- 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).
- 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).

Relationships of Individual and Groups to Institutions and Traditions

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



American History II (SOC 4)

By the end of American History II (SOC 4), students will be able to:

Principles of Constitutional Democracy

- Identify and explain why Missouri has a constitution and why the state makes and enforces laws.
- 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.

Missouri, U.S. & World History

- Identify and describe the significance of the individuals or groups who have made contributions to our state and national heritage: examples include: Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, Harriett Tubman, Dred Scott.
- Summarize the events in westward expansion, including people's motivation, their hardships and Missouri as a jumping-off point to the West.
- Explain Missouri's role in the Civil War, i.e., Missouri as a border state.
- Describe the changes in Missouri since the Civil War in education, transportation, and communication.
- Examine cultural interactions among groups.

Governance Systems

- Describe how authoritative decisions are made, enforced and interpreted with the state and federal government.
- Identify and explain the functions of the three branches of government in state and federal government.

Economic Concepts and Principles

Distinguish among natural, capital and human resources.

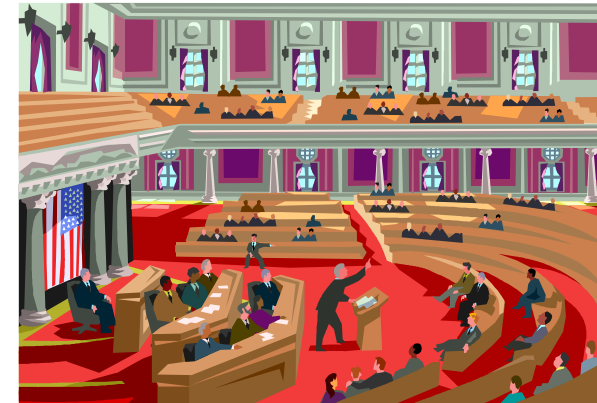
Geographical Study and Analysis

- Construct and interpret maps.
- Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph.
- Identify the states bordering Missouri .

- Describe why people of different groups settle more in one place than another and how transportation and communication systems have facilitated the movement of people, products and ideas.
- Describe different types of communication & transportation. Identify their advantages/ disadvantages.
- Define regions (i.e. as places that have some unifying characteristics – political, climatic, language, physical, etc.).
- Use geography to interpret the past (i.e. why rivers have played an important role in human transportation) and predict future consequences (i.e. what will likely happen if the population of a city increases considerably).

Relationships of Individual and Groups to Institutions and Traditions

- Identify how a person becomes a member of a group or institution and what factors that influence inclusion or exclusion from a group.
- Identify how ideas, concepts, and traditions have changed over time (i.e. women's role in society).



Systems of Government (SOC 5)

By the end of Systems of Government (Soc 5), students will be able to:

Principles of Constitutional Democracy

- Explain and apply the concept of majority rule.
- Identify responsibilities governments and citizens need to accept to become effective in a constitutional democracy.

- Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed.
- Identify important principles in the Constitution including:

limited government

rule of law

majority rule

minority right

separation of powers

checks and balances

- Determine the civic responsibilities of individual citizens.
- Identify and explain why Missouri has a constitution and why the state makes and enforces laws.
- Describe the historical foundations of the United States governmental system.
- Examine the relevance and connection of constitutional principles in the following documents:
- Mayflower Compact
- Declaration of Independence
- Articles of Confederation
- U.S. Constitution
- Federalist Papers
- Amendments to Constitution, emphasizing Bill of Rights
- Explain the rights of citizens.
- 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.
- Explain the major purpose of the Constitution and the Bill of Rights and Declaration of Independence.
- Identify the purpose of the Constitution.
- Explain how the National Anthem symbolizes our nation.