

Academy of Dover Charter School

Social Studies Overview

2021

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At Academy of Dover Charter School, we strive to educate the whole child by providing a foundation of academics, athletics, and the arts. Our Social Studies Curriculum works within that framework. Students are provided opportunities to incorporate the standards and learning into real life experiences and readings.

Academy of Dover Charter School
Social Studies Scope and Sequence
Grades K-3

Grade	Delaware Social Studies Standard Alignment	Unit and Timeline	Essential Question(s)	Theme and Big Idea(s)
K	<p>Civics Anchor Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.</p> <p>-K-3a: Students will demonstrate the skills necessary for participating in a group, including defining an objective, dividing, responsibilities and working cooperatively.</p>	<p>Year Long embedded curriculum</p> <p><i>Note: Teachers use daily behavior grades to track, monitor and assess student progress</i></p>	<p>Why is it important to work in a group?</p> <p>What words and actions are important when working in a group setting?</p>	<ul style="list-style-type: none"> • Playing with others • Cooperation • Teamwork • Working in a group to solve a problem • Kindness • Responsibilities
1	<p>Civics Anchor Standards One: Students will examine the structure and purpose of governments with specific emphasis on constitutional democracy.</p> <p>-K-3a: Students will understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.</p> <p>-K-3b: Students will understand that positions of authority carry responsibilities and should be respected.</p>	<p>Unit 1: People Everywhere</p>	<p>What can we learn from our families, school, and communities?</p>	<ul style="list-style-type: none"> • Family • In your classroom • Leaders and Rules • Community • Moving to new homes
1	<p>Geography Anchor Standard One: Students will understand the nature and uses of maps, globes and other geo-graphics.</p> <p><i>-K-3a: Students will understand the nature and uses of maps, globes, and other geographic areas of the world.</i></p>	<p>Unit 2: Where we Live Unit 3: Maps</p>	<p>What do we know about Earth and the people living on it?</p> <p>What are the parts of a map?</p> <p>How can understanding a map help us solve problems?</p>	<ul style="list-style-type: none"> • Our Earth • Land and Water • Natural resources • Weather and seasons • City, town, suburb • Our country • Our country's neighbors • Identify a map • Map key • Compass Rose • Map routes
Grade	Delaware Social Studies Standard Alignment	Unit and Timeline	Essential Question(s)	Theme and Big Idea(s)

1	<p>History Anchor Standard Two: Students will gather, examine, and analyze historical data</p> <p><i>-K-3a: Students will use artifacts and documents to gather information about the past.</i></p>	Unit 4: Holidays Around the World	What winter holidays are celebrated by different cultures across the world?	<ul style="list-style-type: none"> • Hanukkah • Christmas • Kwanzaa • Las Posadas
1	<p>Economics Anchor Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <p><i>-K-3a: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.</i></p> <p><i>-K-3b: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received.</i></p>	Unit 5: World of Work	What choices do people make to get the things they want?	<ul style="list-style-type: none"> • Needs and wants • Goods and services • Buy, trade, and save • All kinds of jobs • Getting food to market • Money (identify and tell value of penny, nickel, dime, quarter)
1	<p>History Anchor Standard One: Students will employ chronological concepts in analyzing historical phenomena.</p> <p><i>- K-3a: Students will use clocks, calendars, schedules, and written records to record or locate events in time.</i></p>	Unit 6: Everything Changes	How do people and things change over time?	<ul style="list-style-type: none"> • Learning about the past • The first Americans • Family life past and present • Going to school long ago • Moving people and things • Sharing news and ideas • Timeline project (done at home and presented in school) w/ oral presentation
1	<p>Civics Anchor Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <p><i>- K-3b: Students will understand that positions of authority carry responsibilities and should be respected.</i></p>	Unit 7: Good Citizens	What do good citizens do?	<ul style="list-style-type: none"> • People need laws • Government and leaders • Citizens • Heroes in our country • Symbols of our country

Grade	Delaware Social Studies Standard Alignment	Unit and Timeline	Essential Question(s)	Theme and Big Idea(s)
2	<p>Civics Anchor Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p><i>-K-3a: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.</i></p>	<p>Houghton Mifflin "Neighborhoods" Unit 1: People and Places</p>	<p>How do land use and make up community?</p>	<ul style="list-style-type: none"> ••• All Kinds of Groups • Living Together • Cities and Suburbs • Rural Communities
2	<p>History Anchor Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p><i>-K-3a: Students will use artifacts and documents to gather information about the past.</i></p> <p>History Anchor Standard Three: Students will interpret historical data.</p> <p><i>-K-3a: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.</i></p>	<p>Houghton Mifflin "Neighborhoods" Unit 2: America's Past</p>	<p>Why is the past important to you today?</p>	<ul style="list-style-type: none"> • First Americans • Explorers Travel The World • Jamestown and Plymouth • A New Country • Past heroes • Communities • Change • Communication • Changes
2	<p>Geography Anchor Standard Two: Students will develop knowledge of the ways humans modify and respond to the natural environment.</p> <p><i>-K-3a: Students will distinguish different types of climate and landforms and explain why they occur.</i></p>	<p>Houghton Mifflin "Neighborhoods" Unit 3: Places Near and Far</p>	<p>Why is the world around you important to your life?</p>	<ul style="list-style-type: none"> ••• Your Address • Land and Water • Weather and Climate • Regions • Resources

2	<p>History Anchor Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.</p> <p><i>K-3a: Students will develop an understanding of the similarities between families now and in the past, including:</i> -- Daily life today and in other times. -- Cultural origins of customs and beliefs around the world.</p>	<p>Houghton Mifflin “Neighborhoods”</p> <p>Unit 4: Ways Of Living</p>	<p>What are some of the cultures that make up your community, state and nation?</p>	<ul style="list-style-type: none"> • Families from Many Places • Sharing Cultures • America’s Symbols We Celebrate Holidays
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Grade	Delaware Social Studies Standard Alignment	Unit and Timeline	Essential Question(s)	Theme and Big Idea(s)
3	<p>Civics Anchor Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.</p> <p><i>-K-3a: Students will understand that American citizens have distinct rights, responsibilities, and privileges.</i></p>	<p>Delaware Recommended Curriculum</p> <p>Unit 1: Citizenship</p>	<p>What is the nature of a privilege?</p> <p>What do you have to do to earn or lose a privilege?</p> <p>What is the relationship between my rights and responsibilities?</p>	<ul style="list-style-type: none"> • Qualities of a good citizen Rights, responsibilities and privileges.
3	<p>Geography Anchor Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geographics.</p> <p><i>-K-3a: Students will understand the nature and uses of maps, globes, and other geo-graphics.</i></p>	<p>Delaware Recommended Curriculum</p> <p>Unit 2: Maps and Globes</p>	<p>How do differences between flat maps and globes affect understanding of places in the world?</p> <p>Why are there different types of maps?</p> <p>How can they be “read” to discover the nature and contents of the real world?</p>	<ul style="list-style-type: none"> • Patterns • Spatial Thinking

3	<p>Geography Anchor Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <p><i>-K-3a: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.</i></p> <p>Geography Anchor Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.</p> <p><i>-K-3a: Students will be able to use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.</i></p>	<p>Delaware Recommended Curriculum</p> <p>Unit 3: Regions and Places</p>	<p>How are places different in culture and activity?</p> <p>How might connections between places affect their size and complexity?</p> <p>How do places differ from regions?</p> <p>How can regions be used to simplify an understanding of place diversity?</p> <p>How might differences and similarities among regions result in connections between them?</p>	<ul style="list-style-type: none"> • Patterns • Culture
3	<p>Economics Anchor Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p> <p><i>K-3a: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.</i></p> <p>Economics Anchor Standard Three: Students will understand different types of economic systems and how they change.</p> <p><i>-K-3a: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.</i></p>	<p>Delaware Recommended Curriculum:</p> <p>Unit 4: Economics/Mini Society.</p>	<p>How might the use of money affect the economy?</p> <p>Why is what we use as money valuable?</p>	<ul style="list-style-type: none"> • Goods and Services • Producers and Consumers • Barter and Exchange • Functions of money • Characteristics of Money

4th Grade Scope & Sequence

Delaware Social Studies Standard Alignment	Unit & Timeline	Essential Questions	Big Ideas
Civics Anchor Standard 1 4 – 5a 4 – 5b Anchor Standard 2 4 – 5b	Civics August - September	Why does government exist? How does our government function? How do the structures within our government function together?	<ol style="list-style-type: none"> 1. Three Branches of Government: purpose, jobs, checks and balances <ol style="list-style-type: none"> a. Constitution-the law of the land 2. Variety of structures within the Government including local, state and national 3. Civic responsibilities and civility 4. Demographic Groups and how they function both formally and informally
Economics Anchor Standard 3 4 – 5a	Economics October	How can different means of production and distribution change over time? What impact do those changes have on our communities?	<ol style="list-style-type: none"> 1. Variety of production, distribution and exchange used within economic systems <ol style="list-style-type: none"> a. Different times and places 2. Economic Vocabulary Budget 3. Plan practice
Geography Anchor Standard 1 4 – 5a Anchor Standard 3 4 – 5a	Geography November – February	How do we fit into our world?	<ol style="list-style-type: none"> 1. Cardinal and Intermediate directions 2. Map Characteristics: grid system, keys, types of maps 3. Map of Delaware: three counties, major bodies of water, major cities, physical features: Landmarks and landforms, first settlements United States Regions: Northeast, Southeast, Midwest, Southwest and West <ol style="list-style-type: none"> a. States, landmarks, landforms, bodies of water and major characteristics both physical and historical (what are they known for?) 5. Practice reading large maps, finding various routes that fit certain characteristics. 6. Geographical skills and knowledge to develop profiles for areas based on region, climate and physical features.

<p>History</p> <p>Anchor Standard 1 4 – 5a</p> <p>Anchor Standard 2 4 – 5b</p> <p>Anchor Standard 4 4 – 5a 4 – 5b</p>	<p>History</p> <p>March – June</p>	<p>Who are the American People?</p> <p>How does Delaware history connect to U.S. history?</p> <p>What caused these events? What effects can be traced through time back to these events?</p>	<ol style="list-style-type: none"> 1. Study historical events and people within a given time frame to determine cause and effect: timelines, articles, books, etc. 2. Examine historical materials relating to regions, society or theme and place events in chronological order and analyze changes over time. 3. Delaware History (settlements, production, agriculture, famous Delawareans) <ol style="list-style-type: none"> a. Caesar Rodney b. Lenape Indians c. William Penn d. Eluthere Irenee DuPont 4. Native American settlements prior to European settlements 5. European Explorers and settlements 1609-1775: Hudson, Cartier, Columbus, Cabot and Juan Ponce de Leon 6. French and Indian War 1754-1763 7. King George III: Treatment of Colonist, taxes, expansion of settlements <ol style="list-style-type: none"> a. Parliament b. Sugar Tax, tea tax c. Quartering Act d. Stamp Act e. Townsend Act required colonists to pay taxes on shipped goods such as tea f. Proclamation of 1763 prohibiting settlements beyond Appalachian Mountains g. Boston Tea Party 8. Revolutionary War 1775-1783 (War of Independence from Britain) <ol style="list-style-type: none"> a. Thirteen Colonies b. First Continental Congress in 1774 to make a list of complaints c. Timelines d. Major Battles e. Patriots vs Loyalists (Red Coats) f. Development of the first state g. Constitution 9. American People <ol style="list-style-type: none"> a. Demographics, immigration and changes in technology overtime
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5th Grade Scope & Sequence

Delaware Social Studies Standard Alignment	Unit & Timeline	Essential Questions	Big Ideas
<p>Economics</p> <p>Anchor Standard 1 4 – 5a 4 -5b</p> <p>Anchor Standard 2 4 – 5a</p>	<p>Economics</p> <p>August - October</p>	<p>How does supply and demand impact communities and countries?</p> <p>How are goods and services exchanged?</p> <p>In what way does international trade impact the United States?</p>	<ol style="list-style-type: none"> 1. Understanding the role of banks and other financial institutions in the economy. 2. Understand that prices in a market are based on supply and demand. 3. Consumers and producers in a market economy make economic choices based on supply and demand. 4. International trade links countries around the world; improving the economic welfare of nations.
<p>Civics</p> <p>Anchor Standard 2 4 – 5a</p> <p>Anchor Standard 3 4 – 5a</p>	<p>Civics</p> <p>November – December</p>	<p>Why does government exist?</p> <p>How does our government function?</p> <p>How do a variety of structures within our government function together?</p>	<ol style="list-style-type: none"> 1. Fundamental Rights-Bill of Rights 2. Principle of Due Process. (Execute and enforce laws). 3. Selecting effective leaders; being informed about candidates and issues of the day.
<p>History</p> <p>Anchor Standard 2 4 – 5b</p> <p>Anchor Standard 3 4 – 5a</p> <p>Anchor Standard 3 4 – 5a</p> <p>Anchor Standard 4 4 – 5a 4 – 5b</p>	<p>History</p> <p>January – April</p>	<p>Who are the American People?</p> <p>Why do historical accounts of the same event differ?</p> <p>What conclusions can be drawn from primary and secondary sources?</p> <p>How has Delaware changed since the 1940s?</p>	<ol style="list-style-type: none"> 1. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented/point-of-view of the author. 2. Draw historical conclusions and construct historical accounts from primary and secondary accounts. 3. Development of the first state to the Civil War (1776-1865). 4. Growth of Commerce, industry transportation and agriculture (1865-1945). 5. Modern Delaware (1945-present). 6. Students will develop an understanding of selected themes in the United States History: demographics, immigration. 7. How has technology changed our world?

<p>Geography</p> <p>Anchor Standard 1 4 – 5a</p> <p>Anchor Standard 3 4 – 5a</p>	<p>Geography</p> <p>May – June</p>	<p>How are societal changes and the physical environment linked?</p> <p>How can the current locations of human activities be understood through geography?</p>	<ol style="list-style-type: none"> 1. Apply knowledge of topography, climate and vegetation of Delaware and United States and how society changes and is affected the physical environment. 2. Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.
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6th Grade Scope and Sequence

Standards	Trimester	Unit	Essential Questions
<p>Civics 1A: Students will understand why governments have the authority to make, enforce, and interpret laws and regulations, such as levying taxes, conducting foreign policy, and providing for national defense.</p>	1	Civics: Different Governments	<p>Why does a government have certain powers?</p> <p>What are the similarities and differences between different types of government?</p>
<p>History 4B: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations</p>	1	History/Civics: Different Governments	<p>Why does a government have certain powers?</p> <p>What are the similarities and differences between different types of government?</p>
<p>History 1A: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History 4B: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations.</p>	1-2	History: Ancient Civilizations	<p>How can thinking like a historian help us draw credible conclusions?</p> <p>What are the similarities and differences between different ancient civilizations? How have certain places changed over time?</p>

<p>Geography 2A: Students will apply knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.</p> <p>Geography 3A: Students will analyze patterns of cultural activity associated with different world regions in order to explain the reasons for the cultural development of a place.</p> <p>Geography 4A: Students will understand the processes affecting the location of economic activities in different world regions.</p>	2	Geography: Culture and Civilization	<p>What makes a place culturally unique?</p> <p>What is culture? Why is it important to understand culture What makes ancient civilizations culturally unique?</p> <p>Under what conditions do cultures spread?</p> <p>To what extent did ancient civilizations influence culture of other places?</p>
<p>Geography 1A: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</p>	2-3	Geography: Building Global Mental Maps	<p>What are mental maps?</p> <p>How can mental maps be created and used effectively?</p> <p>Why do maps have distortions?</p> <p>How have cartographers minimized distortions?</p>
<p>Economics 3A: Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p>	3	Economic Systems	<p>How are decisions about the production and distribution of goods and services dependent upon the cultural values, availability and quality of resources and the intent and use of technology?</p> <p>How does a society's economic system impact its standard of living?</p>

Trimester	Unit	Descriptions	Week of:	Lesson:	Social Studies Standards
1	How Geographers Look at the World	Geography is the study of the earth's physical features and the living things that inhabit the planet. Geographers use many tools and methods to study and understand the world's places. By investigating the relationships among human activities, the earth's physical systems, and the environment, the study of geography can contribute to a better future for the world's people.	Week 1	Introduction & Autobiographical Map	Geography Anchor Standard One 6-8a Geography Anchor Standard Two 6-8a
			Week 2	Vocabulary Determining location Hemispheres	
			Week 3	Latitude & Longitude Coordinates	
			Week 4	Maps vs. Globes, Reading Maps	
			Week 5	5 Themes of Geography	
			Week 6	Review & Assessment	
	Green Cities	Students will be able to use observation, analysis of graphics and photos, and other geographic skills to identify physical and human aspects of a site and ply information about human preferences to planning for a settlement.	Week 7	Lesson One: The Face of a Place	Geography Anchor Standard Three 6-8a CCSS.ELA. Literacy.RH.6-8.1 CCSS.ELA. Literacy.RH.6-8.4
			Week 8	Lesson Two: Patterns & Plans for American Cities	
			Week 9	Lesson Three: Green Ideas Change City Designs	
			Week 10	Lesson Four: Greens Cities - Today & Tomorrow	
			Week 11	Transfer Task: Emerald City	
Why Trade	Students will be able to evaluate the impact of government trade policies have on foreign and domestic consumers, producers, and resource owners, explain how and why people trade, analyze costs and benefits of trade.	Week 12-13	Lesson One: Why People Trade	Economics Standard Four 6-8a	
		Week 14	Lesson Two: Trade Connection		
		Week 15	Lesson Three: Specialization		
		Week 16-17	Lesson Four: Trade Barriers		
2			Week 18	Microeconomics: Market Economy & Price	Economics Standard One 6-8a

			Week 19	Review & Assessment	Economics Standard Four 6-8a & Economics Standard One 6-8a
	Project Citizen	Students will be able to identify public policy issues in their community, implement research strategies to effectively gather information on a particular public policy issue, act responsibly with the interests of the larger community in mind.	Week 20	Lesson One: Public Policy	Civics Standard Four 6-8a
			Week 21	Lesson Two: Communicating with Office Holders	
			Week 22	Lesson Three: Solutions to Public Policy Problems	
3	Expansion of Freedom	Students will be able to... <ul style="list-style-type: none"> Identify the protections awarded to minorities by the Constitution. Analyze the individual protections in the Bill of Rights. Construct support for the necessity of protecting individual rights. 	Week 23	Lesson One: Majority Rule and Minority Rights	Civics Standard Two 6-8a CCSS. ELA-Literacy.6-8.1 CCSS. ELA-Literacy.6-8.2 CCSS. ELA-Literacy.6-8.3
			Week 24	Lesson Two: Constitutional Protections	
			Week 25	Lesson Two: Supreme Court Cases and Case Studies	
			Week 26	Lesson Three: Limiting Individual Rights	
			Week 27	Review & Assessment	
			Week 28	Civil Rights and Political Freedom	
	Partnerships & Partitions	Students will be able to suggest borders or regional boundaries that will minimize conflict and identify or predict the likely result of a proposed border or boundary change.	Week 29	Lesson One: Drawing Borders	Geography Standard Four 6-8b
			Week 30	Lesson Two: Conflict and Cooperation in Czechoslovakia	
			Week 31	Lesson Three: Conflict and Cooperation in the Middle East	
			Week 32	Transfer Task	
			Week 33	Review & Assessment	

	Early Civilizations	Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including: -- The beginnings of human society -- Early civilizations and pastoral peoples (4,000- 1,000 BC) -- Classical traditions, major religions, and great empires (1,000 BC--300 AD)	Week 34	The Beginnings of Human Society	History Standard Two 6-8a History Standard Two 6-8b
			Week 35	The Fertile Crescent	
			Week 36 & 37	Ancient Egypt & Nubia	

Academy of Dover Charter School Sample Assessment:
Social Studies, K – 3

Grade:	Standard Alignment:	Role:
3	Economics Anchor Standards 2 and 3	Mini-Society Creator, Prototype Designer, Producer, Business Owner, Salesperson
K – 2	Economics Anchor Standards 1 and 2	Consumer

Project Description

Third grade students will create a mini-society in their classrooms. They will culminate their learning experience in a “Market Day” where student “Business Owners”, hold a market that allows other students in the school to exchange money for goods or services.

Leading up to Market Day, third grade students will apply for a business license, design a classroom currency, explore the concept of scarcity, analyze the impacts of human wants and needs on a market economy, and study the interconnectivity of consumers, producers, services, money, resources, and goods.

On Market Day, third grade students will demonstrate understanding of barter, money, and other media and how they are employed to facilitate the exchange of resources, goods, and services. Kindergarten, first, and second grade students will attend the Market Day in order to analyze the potential costs and benefits of personal economic choices in a market economy. Project Timeline

Approx. Date	Milestone
4/15	Mini-Society Packets explained to students and parent letter sent home to third grade parents (See attached). Notifications of Market Day date sent to K – 2 teachers.
4/22	Business choice and parent notification slips due (third grade)
4/30	Business choices finalized (third grade)
5/8	Prototypes due (third grade)
5/12	Business license due (third grade)
5/29	Market Day (Kindergarten – third grade)

Project Parent Letter (3rd Grade)

Dear Parents,

The third grade will begin a unit in Social Studies learning about the aspects of community that involve economic concepts such as resources, scarcity, opportunity costs, products, goods, business, interdependence, and money (saving/spending). We will establish a Mini-Society in our room and we will be using a form of money designed by the children. The children will earn this money in the classroom.

As the students work in their society, they will establish rules to live by and each child will establish some sort of “business” to operate during the school day. They must make a product to sell (made by the student). Production costs for the item your child markets should not exceed \$15. Please ensure that your child has at least twenty of the same items to sell. The parents may NOT set up, clean up, or run the business for their child. Please remember that this is a learning experience for the children. It is their responsibility to take full charge of their own business and money.

If you have any questions about your child’s Mini-Society, please contact us. You will find a calendar of events attached to this letter that will help you remember deadlines along with a list of ideas for businesses that your child might like to consider. Please assist your child with completing the form and return it to school no later than April 22nd. To avoid duplication, we will notify your child of product approval on April 30th. Your child is required to bring in a prototype (sample) of the product on May 8th. Thank you for your help in making this a worthwhile learning experience for your child.

Sincerely,

The 3rd Grade Teachers

I have seen this Mini-Society letter.

Child’s Name: _____

Parent’s Signature: _____

AOD Market Day Suggested Businesses

Goods

- Art
- Bookmarks
- Puppets
- Pillows
- Painted rocks/shells
- Jewelry
- Woodworking
- Plants
- Greeting Cards
- Banks – jars, milk cartons, etc.
- Doll Clothes
- Personalized stationary
- Books/stories
- Sewn pictures, animals, bean bags
- Buttons or badges
- Gift bags
- Hair clips, barrettes
- Joke book
- Refrigerator magnets – clothespins
- Coloring book
- Sand paintings
- Paper flowers
- Games

There will be NO drinks or food items allowed. No prepackaged or repackaged store bought items will be sold. Only items produced by the child will be sold on Market Day. Production costs for the item your child markets should not exceed \$15. Please ensure that your child has at least twenty of the same items to sell. The parents may NOT set up, clean up, or run the business for their child.

Please return this form by April 22nd

Child's Name: _____

Write your top three product choices for production in our Mini-Society. You will be notified by April 30th as to which product you will be producing.

Choice 1 _____

Choice 2 _____

Choice 3 _____

Mini Society News

Parents, Teachers, Friends

PLEASE COME TO THE THIRD GRADE MARKET DAY!

When: Friday, May 18th

Where: Market Day will be held in the gymnasium.

Time: 1:00 – 2:30

1:00 – 1:30: 4th & 5th grade

1:30 – 2:00: 2nd grade & Upper School

2:00 – 2:30: K-1st grade

As the date approaches, please take time to notice the advertisements that will be posted around the school of what goods will be sold by our third grade businesses.

Bring real money. Every \$0.50 (real money) will equal \$1.00 Mini Society money. A banker will be available at the entrance to exchange real money for Mini Society money.

Thank you for your support!!!!

Market Day Project Rubric

Name: _____

Date: _____

Business Name: _____

Product Created: _____

Requirement	10 Points	8 Points	6 Points	4 Points
Quantity: Did you make 20 of your product?	Student had all 20 products complete.	Student had 15 – 19 products complete.	Student had 11 – 14 products complete.	Student had 10 or less products complete.
Timeliness: Did you make your prototype by the due date? Did you finish making your products by Market Day?	Student met all due date deadlines and used their class time productively without reminders.	Student missed 1 deadline and /or was given a few reminders about being productive in class.	Student missed most deadlines and/or needed multiple reminders about being productive in class.	Student did not meet any of the deadlines and/or was consistently off task during production time in class.
Creativity: Was your product unique and helpful to others?	Product was very creative and was helpful to others.	Product showed some creativity and/or was useful for others.	Product could have been more creative and/or could have served a more useful purpose.	Product did not demonstrate any creativity in design, nor did it serve as a helpful tool.
Quality of Product/Service: Was your product neat, durable, and eye-catching? If it is a service, would others want to come back again?	The product was neat, durable, and attractive to the eye or the service was beneficial enough for repeat customers.	The product showed some neatness, durability, & attractiveness or the service had some customers that would visit again.	The product was lacking in neatness, durability, & attractiveness or the service didn't have a lot of supporters.	The product needed a lot of work to improve neatness, durability, & attractiveness or the service needed a different approach.
Professionalism: Did you take your business seriously during Market Day?	Student maintained a high level of professionalism throughout Market Day.	Student maintained an average level of professionalism throughout Market Day.	Student maintained a below average level of professionalism throughout Market Day.	Student maintained an unacceptable level of professionalism throughout Market Day.
Total				<u> </u> /50

Grade: _____

Comments:

5th Grade Assessment: Wax Museum

The Wax Museum is a cross-curricular hands-on project designed to allow students to showcase their learning across multiple genres. Students use primary source material to research an American Hero, write a research paper, design, rehearse, and present an oral presentation, and participate in a ‘Wax Museum’.

The 5th grade students dress up as their character and act as the statue in the museum. Students from lower grades press the button to bring the statue to life, and the 5th grade presents their material to their audience, recreating the experience of an automated wax statue.

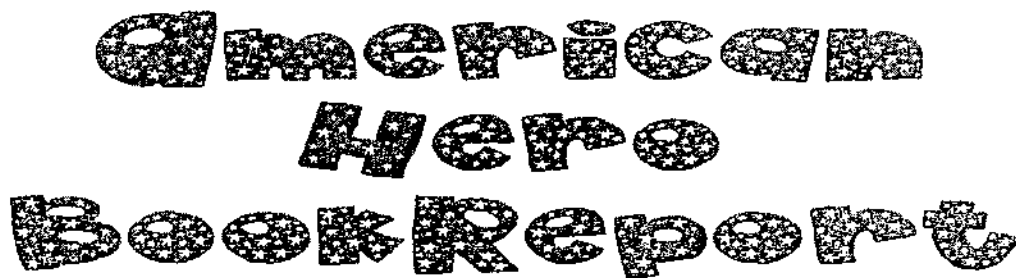
The 4th grade students use the opportunity as a formative assessment for ELA. They listen to three statues of their choice, take notes, and return to the classroom for a debrief. This serves to focus their learning, and also creates excitement as they look forward to their turn as a statue.

Standards for the Wax Museum Assessment:

Grade	Standard Alignment	Role
K – 4	History Anchor Standard 3	Museum Patrons
4	ELA Speaking & Listening 4.2, 4.3	Museum Patrons
5	History Anchor Standard 4	Wax Museum Statue, Researcher
5	ELA Speaking & Listening 5.5, 5.6	Wax Museum Statue, Researcher
5	ELA Writing, 5.2, 5.4, 5.7, 5.10	Researcher, Author

Grade 5

The 5th Grade Wax Museum project is an annual project that allows Academy of Dover Charter School 5th grade students to showcase their learning across multiple genres.

The graphic features the words "American Hero Book Report" in a large, bold, black, textured font. The letters are filled with a dense pattern of small white dots, giving it a stippled or "grainy" appearance. The text is arranged in three lines: "American" on the top line, "Hero" in the middle, and "Book Report" on the bottom line. The "B" in "Book Report" is significantly larger than the other letters. The graphic is set against a white background with a decorative horizontal line above it and a small decorative corner element on the right side.

The following packet is VERY IMPORTANT and contains all requirements for both Mrs. Still and Mrs. Basquez research report paper and wax museum, poster, and presentations. This research project is a joint *collaboration* for your child’s writing and social studies classes.

Please read thoroughly and sign and return the bottom portion on the next page.

IMPORTANT NEED TO KNOW:

Research Paper: DUE to Friday, May 20

Museum Poster: DUE to Thursday, May 27

Wax Museum: Save the Date: Wednesday, May 30, 2:00 in the AOD gymnasium.

All poster work is to be done at home.

*Research and rough draft of research paper and historical figure will be done in social studies and writing class.

*Typed final draft is to be done at home or in technology.

*Each student needs a biography book on their hero, most students were able to get one at AOD; if not please take them to the local library.

*Students will need costume/props; check your local Dollar Tree, Goodwill, etc. If you have any questions or concerns, please contact Ms. Still or Mrs. Basquez.

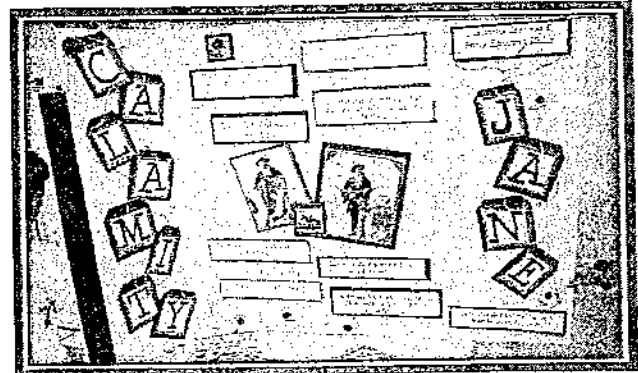
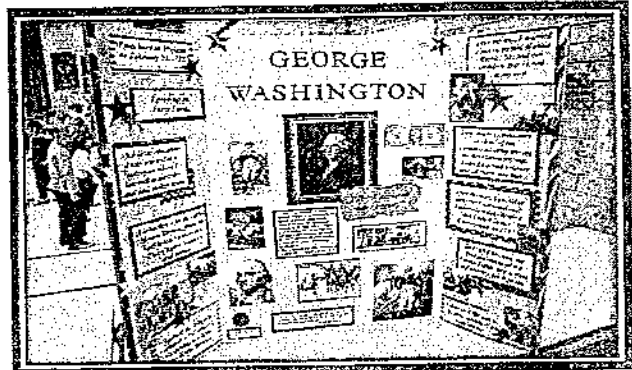
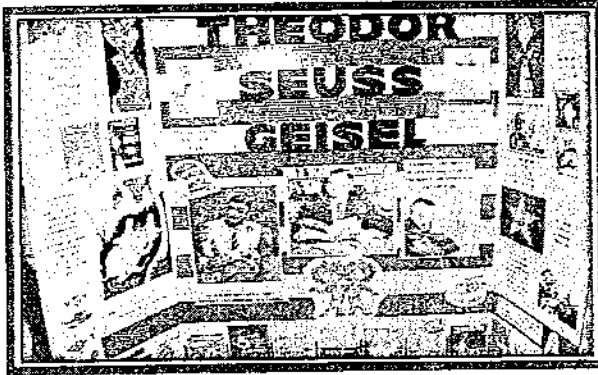
Posters due: **May 26th**

A good poster will:

- Reflect your hero! Be creative and colorful. Include a nice header.
- Be neat! Type all information or write it neatly in your **very best handwriting**.
- Include all **10 facts** and other important information.
- Showcase relevant pictures of your hero – as many as possible!

• Examples of Great Looking Posters!

• Note that each poster is neat, attractive, and informative.



Wax Museum Tips

Some fun extras:

Bring some props to hold or set out on your desk that reflect your hero's accomplishments.

Name: _____

Wax Museum Rubric

	3	4	5	Score:
Poster				
Creativity	The poster is adequate. It needs more color and more pictures to make it stand out.	The poster is well done, but is missing something to make it special.	The poster looks amazing! It is colorful, has great pictures, and has an overall "wow-factor"!	
Information	The poster is lacking necessary information and does not include all 10 facts.	The poster has 10 facts, however they are all basic and do not include important information.	The poster is full of interesting and thoughtful information, with all 10 facts!	
Neatness	The poster is messy and does not look carefully made.	The poster is okay, but the handwriting is messy or the pictures are not neatly presented.	The poster is beautifully done. It is neat and all information is easily read. It has been made with pride.	
Presentation				
Information	Less than 10 facts were included in the presentation.	10 facts were included, but were basic and did not include important information.	Student recited all 10 facts. They were meaningful and thought provoking.	
Expression	Student sounded monotone.	Student had some expression.	Student presented with excitement and interest.	
Overall Presentation	Student had no eye contact and did not sound prepared.	Student presentation was okay. Eye contact was there, but inconsistent.	Student delivered a wonderful presentation. They had good eye contact and showed enthusiasm.	
Wax Museum				
Costume	Student did not wear anything special for the Wax Museum.	Student had a costume, but it did not represent the hero.	The costume fit the hero. It is evident that the student tried to dress as their hero.	
Behavior	Student did not manage their behavior and required multiple reminders to behave in character.	Students had a hard time remaining professional at times. They had one reminder to behave in character.	Student had excellent behavior and remained in character. No warning were given.	
Comments				Total Score:

Wax Museum Research Paper Guidelines

Page 1: Title Page – Cover Page

- American Hero name
- Portrait of American Hero
- Border on paper
- Your name
- Class
- Date

Format

- Bold subtitles
- 12 point font
- Double Spaced
- Organized into paragraphs
- Times New Roman or Arial font

Page 2: Childhood/Early Life (5-7 sentences)

- General basic information
- Parent's information
- When and where they were born
- Where they went to school

Page 3: Accomplishments/Achievements/Contributions (10-15 sentences)

- Why is this American hero famous?
- How did this American hero affect American history?
- Did they receive any awards or what milestones did they have?
- College education
- Occupation — what did they do for work?

Page 4: Remembrance/Reflection (Bullet Points)

- Include 3 facts
- Include 2 quotes
- Death/Living

Page 5: Bibliography (Citations)

- List at least 3 sources
- APA Format
- Citationmachine.net

Reading Log

Reading Log is to be handed in
completed and signed by
parent/guardian

American Hero Wax Museum Research Project:

Name: _____

Score: /20

Criteria	3 Points	2 Points	1 Points	0 Points	Score
Cover Page	Cover page includes a portrait, border, name, class and date.	Cover page is missing one component.	Cover page is missing two or more components.	No cover page.	
Biography	Paragraph clearly details a short biography of the person's life. It includes 3 or more supporting details and/or examples.	Paragraph details a short biography of the person's life. It provides 1-2 supporting details and/or examples.	Paragraph gives very little information about the person's life. No details and/or examples are given.	No biography about the person is researched.	_____
Contributions	Paragraph clearly relates to contributions made by the person. It includes several supporting details and/or examples.	Paragraph relates to contributions made by the person. It provides 1-2 supporting details and/or examples	Paragraph gives very little information about the contributions made. No details and/or examples are given.	No contributions about the person are researched.	
Remembrance/ Reflection (Bullet Points)	Paragraph clearly relates to why the person is an American Hero. It includes several supporting details and/or examples.	Paragraph relates to why the person is an American hero. It provides 1 2 supporting details and/or examples.	Paragraph relates to why the person is an American hero. No details and/or examples are given.	No information about why the person is an American hero is stated.	_____
Bibliography	Bibliography contains at least 3 sources correctly formatted.	Bibliography is missing one component.	Bibliography is missing two components.	A bibliography was not included.	

Format / Conventions	Paper is double spaced, 12-font, and organized in paragraphs. No grammatical or spelling errors.	Paper is missing one component. 1 2 grammatical or spelling errors.	Paper is missing two or more components. 3-4 grammatical or spelling errors.	Paper is not in correct format. More than 5 grammatical or spelling errors.	_____
Reading Log	x	Reading Log is completed with signatures.	Reading Log is missing one or two components.	Reading Log is not turned in.	_____

AOD 6 – 8 Assessment Sample:
7th Grade Assessment

Emerald City – Planning a Sustainable City Project

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

Essential Question measured by the transfer task:

- What physical and human features make a place culturally unique?

Prior Knowledge	In this unit you have examined the idea of place. You have learned to identify important human and physical features of a site. You have learned how the geographic situation affects the lives of people in the place. You know that culture affects the way people build and change their neighborhoods, towns and cities.
Problem/Role	You are a city planner (see Appendix 1). Your company would like to get the job of planning a modern city called “Emerald City.” Your job will be to help prepare a plan for the new city that will meet the needs of the residents. If your plan is selected, your company will continue to work on this project until the city is finished. Four sites for the residents to choose from have been selected (Appendix 3).

<p>Perspective</p>	<p>The 50,000 people who will be living and working in Emerald City are committed to living a “green” way of life. They value technology as a way of making their life more convenient and reducing their impact on the environment. Emerald City residents like to spend a lot of time outdoors. They enjoy beautiful scenery and green space where they can exercise and gather for social and sports events.</p> <p>Here are their requests:</p> <ol style="list-style-type: none"> 1. The city should look and feel modern and tech-friendly. 2. The city should have clean, unpolluted air. 3. Most energy should come from wind power, hydroelectric power, or solar power. 4. There should be plenty of room for outdoor activities and sports.
<p>Product</p>	<p>You will prepare a presentation for the bid opening. Each team will get only 3 minutes to explain their plan. Work together to make the most of the time allowed persuading the Emerald City Planner Search Committee that you have the best plan.</p> <p>Use <u>Appendix 2</u> to evaluations of the geographic site, situation, and cultural needs and perspectives of the residents.</p>
<p>Criteria for an Exemplary Response</p>	<p>To be judged excellent, your oral presentation will:</p> <ol style="list-style-type: none"> 1. Include a clear concise description or “vision” of Emerald City, the place of the future. 2. Explain how you have selected the best spot for the city from the four choices offered. 3. Explain how your design accomplishes the goals of the new residents.

[Click here for a Student Rubric.](#)

[Click here for a Teacher Rubric.](#)

Working as a City Planner

What does a city planner do?

City planners help design cities. Guided by the needs and wants of the residents, a city planner decides some important things about the city. For example, he or she might plan how tall the buildings should be, how wide the streets should be, and the street pattern. Even the number of street signs, and the designs bus stops, lampposts and trash cans go into the plan for the city. Every building must be designed with careful thought. How will people get power and water? How can homes and apartments be located close to public transportation? Aesthetic design, or how things look, is something else the planner must think about. The designer wants the city to be a place where people feel comfortable. To make sure the plan is practical and also pleasing to the people who will live there, a city planner must be creative.



How does a city planner get the job done?

The planner begins by surveying the possible physical sites to select the right one. Then he studies the people who will live and work there. Demographic, economic, and environmental studies must be completed to assess the needs of the community. The planner also asks people for their opinions. When all the information is gathered, a planner creates maps and designs. People can look at these general plans and suggest changes. Then the city planner works with architects to plan for the construction of bridges, radio and telephone towers, and other infrastructure such as roads.

Adapted Text - <http://www.princetonreview.com/Careers.aspx?cid=162>



Congratulations, you have graduated from college! You have started your first job as a city planner. Your company would like to get the job of planning a modern city called “Emerald City.” You will work with a team to put together a proposal for the new city. The exact location of the Emerald City has not been decided.

Your job will be to complete four steps:

- + Complete the site evaluation.
- + Select a good location for the city.

- ✦ Do a preliminary city plan complete with a drawing.
- ✦ Present your plan to the Search Committee.

I am a City Planner

Read the background information about your new job. Complete the graphic organizer below.

My Responsibilities	My Thoughts

View the sites that are now open for development. Notice that there are four possible sites for your city. Look carefully at the site map and read the description for each one.

Green Cities
Transfer Task

Select one of the sites for your city and answer the questions below.

- Evaluate the physical features on the site map. What features make this site unique?
- List the physical features of the site you have chosen. What are the advantages/disadvantages of each physical feature when planning your city?

PHYSICAL FEATURES	ADVANTAGES	DISADVANTAGES

Choose 5 -10 human features that are essential for the development of a successful city.

- Explain why you chose this location.
- What was important when choosing this location?
- How was the environment modified by your choice?

HUMAN FEATURES	WHY DID YOU CHOOSE THIS LOCATION?	WHAT WAS AN IMPORTANT FACTOR YOU CONSIDERED WHEN CHOOSING THIS LOCATION?	HOW WAS THE ENVIRONMENT CHANGED OR AFFECTED BY THIS CHOICE?

Create your city plan by using the information provided and your rubric.

Green Cities
 Transfer Task
 Appendix 2 - Evaluating Site and Situation

Use this form to evaluate each of the four land parcels that are possible building sites for Emerald City. You will need to use a separate form for each parcel.

Parcel #	Physical Characteristics	Can be used "as is"	Must be changed	Problems or Notes
	Land and soil conditions			
	Climate			
	Natural resources			
	Outdoor space and Scenery			

Student reflection:

Which parcel would be your personal choice for a place to live? Explain your answer.

35 Evaluating the Human Characteristics of the Site

Now read below the information you have been given about the people who want to move to Emerald City.

The 50,000 people who will be living and working in Emerald City are committed to living a “green” way of life. They value technology as a way of making their life more convenient and reducing their impact on the environment. Emerald City residents like to spend a lot of time outdoors. They enjoy beautiful scenery and green space where they can exercise and gather for social and sports events.

Here are their requests:

- The city should look and feel modern and up-to-date.
- The city should have clean, unpolluted air.
- Most energy should come from wind power, hydroelectric power, or solar power.
- There should be plenty of room for outdoor activities and sports.

Use the graphic organizer below to evaluate the human characteristics of the site. Some facts have been added for you to get you started.

HUMAN FEATURES	Facts from the reading	What facilities should be included?	Research needed
Facts about the people	50,000 residents	Homes for 50,000 people	What age groups will be the largest?
Cultural values of the people			
Activities of the people			

Green Cities
Transfer Task
Appendix 2 - Evaluating Site and Situation

The **geographic situation** of Emerald City will be important, too. As a planner you should know three facts.

- On the other side of the mountains is a large desert. Few people live there.
- There are six coastal cities to the north, or to the right, of Land Parcel 4. All of these cities are factory towns with lumber mills and refineries.
- The winds in this area usually blow from west to east.

How might these facts affect your choice of the best spot for Emerald City? Explain your answer with an example.

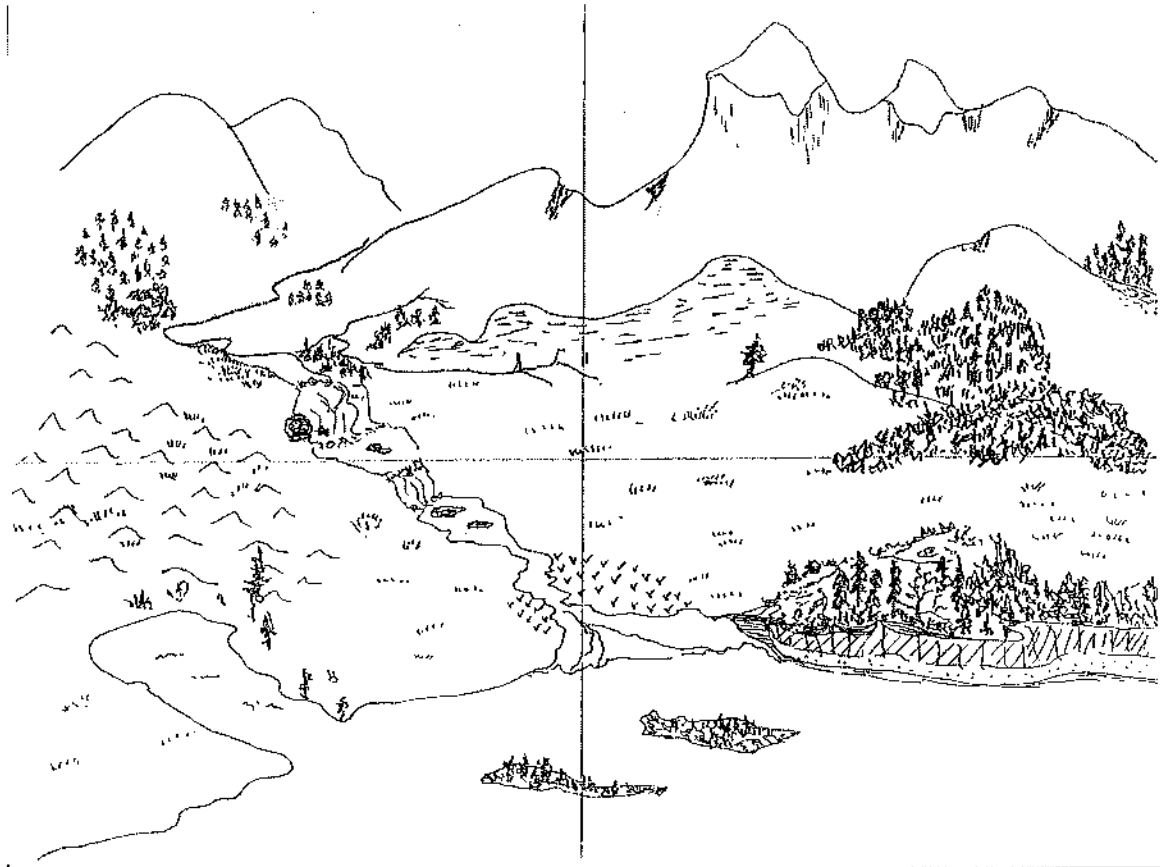
Now that you have completed your evaluation of the physical and human aspects of the **geographic site**, and you have also considered the **geographic situation**, it is time to make a decision where to build the city and begin the preliminary plan.

I choose Land Parcel _____.

<p>Part II - Planning Emerald City</p> <p>Use the sketch of the land parcel you selected, your physical and human site evaluations, and your thoughts about the geographic situation to plan Emerald City.</p> <p>Combine all your ideas in a map or graphic. Be sure to label the important features.</p> <p>Remember you will be presenting your ideas to the search committee. While you may spend many hours working on the plan, you will have only three minutes to get your ideas across.</p>
--

Site 1

Site 2



Site 3

Site 4

Green Cities
Transfer Task Potential Sites
Appendix J

Site 1

This mountain valley will be the perfect place for your new city. Residents can escape the summer heat and will enjoy the beautiful mountain landscape. Rivers and a waterfall might be put to work to make electricity, and sportsmen will enjoy fishing and hunting. Flooding in the valleys and lowlands can be a problem occasionally, especially after storms and in the spring when the snow melts in the mountains.

Elevation: 700-1800 ft

Average Temperatures:

Summer 55°-80° F

Winter 20°-50° F

- Soils: Rocky with erosion along streams
- Land features: Steep hillsides with a narrow river valley and a flat area at the base of the hills with good cropland
- Water features: Three fast-moving rivers come together before a waterfall. Stream flows are heavy after storms and in spring when snow melts in the hills.
- Vegetation: Heavily forested at lower elevations and a natural meadow near the streams
- Animal life: Abundant fish, deer and other small game

Green Cities
Transfer Task
Appendix 2 - Evaluating Site and Situation

Site 2

If you choose this site, your city will be high above all the rest. The scenery is beautiful, and the mountain climate makes skiing and other winter sports possible. Hunting is also a possibility. The benefits of this area will be worth the expense of building roads and transporting building materials. In the mountains, mineral deposits have already been discovered - including silver and lead - and there may be more!

Elevation: 1000-5000 ft.

Average Temperatures:

Summer 30°-74° F

Winter 10°-35° F

- Soils: Rocky, including granite and shale. Deposits of coal, small deposits of silver and lead.
- Water features: A few small mountain streams
- Vegetation: Heavily forested at lower elevations,
- Animal life: Deer, elk, bears and other game animals; a few sightings of mountain lions in recent years.

Green Cities
Transfer Task Potential Sites
Appendix 3

Site 3

Stay connected with the rest of the world by building a harbor city on this site. Residents will enjoy the mild climate in winter. Building and water travel in this area will be easy. It will be easy to plan around the fact that low-lying coastal areas can sometimes experience damage from wind, rain and storm surges from coastal storms.

Elevation: Sea level - 700 ft

Average Temperatures:

Summer 55°-85° F

Winter 28°-65° F

- Soils: Clay deposits and sandy soils with rocky base
- Land features: Low hills with some flat meadowland in eastern portion. Marshy area near the coast.
- Water features: River with small islands. Tide lands at mouth of river. Deep water harbor.
- Vegetation: Hardwood trees and shrubs. Marsh grass in low areas.
- Animal life: Some small animals, fresh water fish in rivers, saltwater fish along coast.

Green Cities
Transfer Task Potential Sites
Appendix 4

Site 4

Residents will enjoy the options created by the varied environments. Offshore islands, beautiful wooded areas and natural meadows contrast with the marshland. Perched on the cliffs, your city will be protected from coastal storms. Mosquitoes will only be a passing summer problem.

Elevation: Sea level – 1000 ft

Average Temperatures:

Summer 55°-85° F

Winter 28°-63° F

- Soils: Sandy soils with clay in marshy areas
- Land features: Mostly flat coastal plain with gentle hills in the interior. Erosion has caused a steep cliff along part of the coastline. Two small islands off shore.
- Water features: No rivers. Shallow water between coast and islands.
- Vegetation: Woodland covers about half the land area and both islands. Marshy land near the river. Some natural meadow.
- Animal life: Muskrats in the marsh. Deer, rabbits and small game.

Green Cities
 Transfer Task
 Student Rubric

Scoring Category This exhibit provides evidence that ...	Score Point 3	Score Point 2	Score Point 1
I can read maps, charts and geography texts to get the information I need. <ul style="list-style-type: none"> • Maps, Charts, Text 	I can read geographic sources to get information.	I can read two kinds of geographic sources to find information.	I can read one geographic source to find information.
I can identify natural features of a site and tell how people could use them OR how people might have to change them in order to live in a place.	I can identify at least two natural features and their effects on the lives of people in a place.	I can identify one natural feature and its effects on the lives of people in a place.	I can identify at least one natural feature but cannot relate it to effects on the lives of people.
I can identify human or cultural characteristics of a site and explain how they affect a landscape.	I can identify at least two human or cultural characteristics and explain how they affect the landscape of the place.	I can identify at least one human or cultural characteristic and explain how it affect the landscape of the place.	I can identify at least one human or cultural characteristics but cannot explain its effect on the landscape of the place.
I can identify ways the geographic situation of a place (its location in relation to other places) might affect the lives of people in a place.	I can identify two ways the geographic situation of a place might affect the lives of people in a place.	I can identify one way the geographic situation of a place might affect the lives of people in a place.	I cannot identify or explain how the geographic situation of a place might affect the lives of people in a place.
I understand and apply geographic terms and concepts related to places. <ul style="list-style-type: none"> • Site, Landscape, Physical and Human Characteristics, Situation, Environment 	I always use geographic terms and concepts correctly.	I sometimes use geographic terms and concepts correctly.	I misused or left out two or more of the key terms or geographic concepts.
I represented geographic ideas and information about place through graphics.	I used map elements (TODAL) and mapping tools to construct a map or graphic to represent my ideas. Included clear labels and a legend or key.	I used labels and map elements and tools to construct a map, although some are left out or unclear.	I used a map or graphic to represent ideas, but most key elements are missing or used incorrectly.
I included specific features in my city design to match physical and human characteristics of the site.	I included 3 specific features in my city (buildings or facilities) designed to match physical and human characteristics of the site.	I included 2 specific features in my city design to match physical and human characteristics of the site.	I included at least one specific feature in my city design to match physical and human characteristics of the site.

Green Cities
 Transfer Task
 Teacher Rubric

Scoring Category This exhibit provides evidence that the student ...	Score Point 5	Score Point 3	Score Point 1
Uses geographic sources to extract information relevant to the question or problem.	Extracts relevant information from a variety of geographic sources. (maps, journals, text, charts and other geo-graphics)	Extracts relevant information from two or more geographic sources.	Extracts relevant information from only one geographic source.
Identifies natural features of a site and ways people might use or modify them in order to live in a place.	Identifies at least two natural features of a site and ways people might use or modify them in order to live in a place.	Identifies one natural feature of a site and ways people might use or modify it in order to live in a place.	Identifies natural features of a site but cannot clearly explain how people might use or modify them in order to live in a place.
Identifies human or cultural characteristics of a site and explains how they affect a landscape.	Identifies at least two human or cultural characteristics of a site and explains how they affect a landscape.	Identifies at least one human or cultural characteristics of a site and explains how they affect a landscape.	Identifies human or cultural characteristics of a site but cannot clearly and consistently relate them to landscape features.
Identifies ways the geographic situation of a place (its location in relation to other places) might affect the lives of people in a place.	Identifies two ways the lives of people in a place might be affected by its geographic situation.	Identifies one way the lives of people in a place might be affected by its geographic situation.	Cannot identify or explain how the lives of people in a place might be affected by its geographic situation
Understands and applies geographic terms and concepts related to <i>place</i> (Site, landscape, Physical and human characteristics, situation)	Geographic terms and concepts are accurately and consistently used and applied throughout the presentation.	Geographic terms and principles are generally used with success, but use and application are inconsistent.	Two or more key terms or geographic principles are omitted or applied incorrectly.
Geographic ideas and information are represented through graphics.	Uses appropriate techniques and tools to construct a map or appropriate graphic to represent ideas including legend or key.	Uses some techniques and tools to construct a map or appropriate graphic to represent ideas, but some elements are unclear or undefined.	Attempts to construct a map or appropriate graphic to represent ideas, but some key elements are missing or incorrectly applied.

<p>Exhibit relates the requirements of physical and human characteristics of the site and the geographic situation to a plan for a city.</p>	<p>City plan includes at least three facilities or buildings that clearly relate to the physical characteristics of the site and/or human or cultural aspects of the site.</p>	<p>City plan includes at least two facilities or buildings that clearly relate to the physical characteristics of the site and/or human or cultural aspects of the site.</p>	<p>City plan includes at least one facility or buildings that clearly relate to the physical characteristics of the site and/or human or cultural aspects of the site.</p>
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AOD Social Studies Schedule

Grade	Schedule
K	Kindergarten standard of citizenship are woven into developmental play stations, classroom cohesion units, and individual regulation. Lessons occur daily.
1 - 3	Forty-five minutes are designated for Social Studies or Science daily. Classes rotate between social studies and science as required by the specific unit.
4 - 5	Forty-five minutes are designated for Social Studies daily.
6	60 minutes are designated for Social Studies daily.
7 - 8	Each class receives a 60-minute block of Social Studies daily.