# MEMORANDUM OF UNDERSTANDING THE SOCIAL STUDIES COALITION OF DELAWARE

#### **PURPOSE OF THIS MEMO**

This memorandum of understanding will define the roles and responsibilities of each party in the Social Studies Coalition of Delaware (SSCD). This coalition is a partnership with the purpose to improve the teaching and learning of K-12 social studies in Delaware public schools and to help all Delaware public school students reach the Delaware Social Studies Standards.

The partnership includes the Department of Education, public school districts throughout the state, charter schools, and other agencies involved in standards-based instruction and assessment (Center for Economic Education and Entrepreneurship, Delaware Geography Alliance, Delaware Social Studies Education Project, Democracy Project and State Archives). The partnership is open to all public school entities, including vocational/technology schools and charter schools, that agree to collaborate in the systemic improvement of their K-12 social studies programs as outlined in this memorandum.

This Memorandum of Understanding (MoU) defines the conditions under which the Coalition will be financed, principles for operation and the collaborative processes as established by the Coalition. The MoU can be modified at any time by majority agreement of voting members of the Steering Committee.

#### MISSION

The Coalition exists to support the creation of the highest quality social studies instruction for the K-12 students in Delaware. The goals of the SSCD are to:

- Assist districts in the development of assessments to guide social studies curriculum development and instruction at the district level.
- Continue the development and alignment of social studies curriculum and instructional materials by designing model lessons for each benchmark to be distributed to members of the Coalition.
- Provide staff development for curriculum development and instructional delivery.
- Provide leadership and an organizational structure to facilitate planning, assist with the development of instructional materials and coordinate the delivery of the items listed above.

#### **GUIDING PRINCIPLES**

- The purpose of the partnership is to support continuous standards-based reform of social studies education in Delaware schools.
- Adoption and implementation of curricula is the responsibility of individual school systems. The Coalition is established to assist them in this endeavor and to provide cost effective standards-based education programs.
- Costs will be shared in a way that all parties benefit as equally as possible. Every effort will be made to provide services in support of the program at cost. Member districts and charter schools will pay \$2000 by Sept. 30, 2013 to support Coalition actions beginning July 1, 2013 through June 30, 2014 for professional development, development of products and other activities. Thereafter, annual fees will be determined by the Board.
- Professional development will be provided by the Coalition. Individual districts/charter schools will provide additional support for the participants.
- The Coalition will seek to coordinate financial support from foundations, affiliates and others for implementation of standards-based social studies education for Delaware

#### **GOVERNANCE OF THE COALITION**

The Coalition will be directed by the Board that includes voting and non-voting members. Voting members shall include a representative from each member school district and charter school that has paid its annual fee. Non-voting members shall include two representatives from the Department of Education, affiliate members including the Center for Economic Education and Entrepreneurship, the Delaware Geographic Alliance, the Delaware Social Studies Education Project and the Democracy Project as well as future affiliate members.

The purpose of the Board is to:

- Establish and approve operating policies and practices for the Coalition.
- Set and approve the annual budget for the Coalition and monitor expenditures. The Milford School District has agreed to act as the fiscal agent at no cost, and for this will receive a reduced membership fee for the 2013-2014 school year.
- Establish and implement an effective communications program.
- Take a leadership role in developing and overseeing a strategic plan for K-12 social studies education in Delaware.
- Promote partnerships among the K-12 public schools, higher education and the business community.

Coalition Leadership – SSCD leadership shall be administered by an Executive Committee and directed by the Board. An Executive Secretary and two chairpersons shall be elected by the voting members of the Steering Committee to a two year, staggered term without remuneration and will coordinate the Coalition's activities and chair meetings. Additionally, the Executive Committee shall consist of two non-voting members from the Department of Education as well as one representative from each of the three counties who are approved by the Board.

The Board will establish sub-committees to manage specific aspects of the Coalition. These committees will be defined as the Coalition membership is firmly established. Meetings of the Coalition's Executive committee and Board will be held on a monthly basis.

Signatures of Agreement – 2013 - 2014<sup>1</sup>

SSCD Representative Date

December 2, 2013

Superintendent S.D./Charter Date

Michael W. Stetter, D.Ed., Chairperson, Mapleton Charter Founding Board

School District/Charter School name <u>Mapleton Charter School at Whitehall</u>

<sup>&</sup>lt;sup>1</sup> This agreement confirms the intent of the Mapleton Charter School to join the Social Studies Coalition when beginning year 1 of operations during the 2016-2017 school year.

School: Mapleton Curricular Tool: DE Social Studies Coalition Grade: Kindergarten Teacher:

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Maps and Globes (D Timeline : 4 weeks		Seaucht Bearining Turgets	
Geography Standard One Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].  K-3a: Students will understand the nature and uses of maps, globes, and other geo-graphics.	Concepts Mental maps Spatial thinking  Big Ideas Distance, size, and position of objects and features in the environment can be learned and become predictable by the development of a mental map or frame of reference.  Language, models, maps, and diagrams are ways of representing the world.	Essential Questions: How can words, models, and graphics help us learn about the world?  Learning Targets: Use and interpret positional vocabulary effectively.  Create and interpret models, diagrams, maps, and globes.	Suggested Formative Assessments: Informal observation of students identifying relative locations or positions.  Participation in class discussions Check off system for students use of performance on tasks Student Self-Assessment and Reflection Interactive Notebook Use of positional words Giving directions Model of the Earth Use of spatial vocabulary  Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
Unit Two: Maps as Tools Timeline: 2 weeks			
Geography Standard One Students will develop a	Big Ideas Maps are tools.	Essential Questions: Why use a map?	Suggested Formative Assessments: Questioning
personal geographic framework, or "mental	Maps help people explore their world and communities.	Why do we need maps?	Observation

Standards Alignment	Unit Concept	Essential Questions	Assessments
	Big Ideas	Student Learning Targets How do you read a map?	Discussion
map," and understand the		How do you read a map?	Discussion
uses of maps and other geo-graphics [MAPS].		What are the important parts of a map?	Learning Logs
			Graphic Organizers
K-3a: Students will		<b>Learning Targets:</b>	
understand the nature and		Include a key, compass rose, and title	Peer Assessment
uses of maps, globes, and		on a map and explain the purpose of	
other geo-graphics.		each.	Self Assessment
		Use a compass rose to determine	Visual Representation
		direction.	Interactive Word Walls
		Write a capital N, S, E, and W on a	interactive word wans
		map in my best handwriting.	Suggested Summative Assessments:
			Transfer tasks defined by the model unit,
		Match the symbols on my map to my key.	assessed with rubrics aligned to standards
		Represent an object from the	
		physical world on a piece of paper.	
		Use a map of the school to locate	
		different places in the school (e.g.	
		my classroom, my staff member I	
		interviewed for the directory, the	
		school nurse, etc.)	
Unit Three: Participating in a Gro	L oun (Delaware Model Unit)		
Timeline: 4 weeks	oup (2014 mare model eme)		
Civics Standard Four	Concepts	Essential Questions:	Suggested Formative Assessments:
Students will develop and employ	Citizenship	How should people work in	Check off system for students use of
the civic skills necessary for	Social decision-making	groups to get things done?	performance on tasks
effective, participatory citizenship			Student Self-Assessment and Reflection
[Participation].	Big Ideas	When is working in a group	Stadent ben 7 issessment and Renection
	Effective citizens can research issues,	better than working alone?	Interactive Notebook



Standards Alignment	Unit Concept	Essential Questions	Assessments
~	Big Ideas	Student Learning Targets	1.100.000
K-3a: Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.	form reasoned opinions, support their positions, and engage in the political process.  Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.	Learning Targets: Explain the reasoning used in making decisions and solving problems (when students define an objective, divide responsibilities, and work cooperatively).  Demonstrate teamwork and leadership.	Observation of students speeches  Participation in class discussions  Observation of group skills  Graphic organizers representing good and poor group skills  Self and Peer assessments
		Adapt to varied roles and responsibilities.	Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards Poster Designs
Unit Four: Tools and Their Uses Timeline: 3 weeks	<u>I</u>		
Civics Standard Four: Students will develop and employ the civic skills necessary for effective,	Big Ideas Everyone uses different types of tools everyday.	Essential Questions: What is a tool?	Suggested Formative Assessments: Observation
participatory citizenship [Participation].	Tools are used for many different	What different kinds of tools are there?	Questioning
K-3a: Students will acquire the	reasons.	What can we learn about a person's	Practice Questioning
skills necessary for participating in a group, including defining an	Tools are used in every job, home, school, and community in the world.	job by the tools he or she uses?	Discussion
objective, dividing responsibilities, and working	Environmental and human processes	How do the parts of a tool help get the job done?	Learning Logs
cooperatively	shape the Earth's surface.	What kinds of power make the tools	Response Cards
	People interact with the natural world to produce unique places in distinct	work?	Think-Pair-Share
	ways.	How do big machines help get jobs done?	Interactive Word Walls



Standards Alignment	Unit Concept	Essential Questions	Assessments
	Big Ideas	Student Learning Targets Learning Targets:	Suggested Summative Assessments:
		Explain why people use different tools in their different jobs.	Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
		Explain how tools help make a person's work easier.	
		Explain how tools are used for a specific purpose.	
		Explain that the word "tools" means more than just construction tools.	
Unit Five: My Community's Envir Timeline: 4 weeks	ronment		
Geography Standard Two: Students will develop a knowledge of the ways humans modify and	Big Ideas Seasons change.	Essential Questions How do seasons affect our environment?	Suggested Formative Assessments: Observation
respond to the natural environment [ENVIRONMENT].	Seasons affect our environment and the way we live.	How do seasons affect the way we	Questioning
K-3a: Students will distinguish	Humans modify and respond to their	live?	Practice Questioning
different types of climate and	environment in different ways.	<u>Learning Targets</u> Identify the different seasons.	Discussion
landforms and explain why they occur.	Water sources are important to the functioning of a community.	Identify the resources in the	Learning Logs
	runctioning of a community.	community that are used during the different seasons.	Response Cards
			Think-Pair-Share
		Provide examples of how people protect themselves during the seasons.	Interactive Word Walls
		Identify community landforms and if and how they are utilized by the community.	Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards



Standards Alignment	Unit Concept	Essential Questions	Assessments
II-'4 C' II ' M C	Big Ideas	Student Learning Targets	
Unit Six: Homes in My Communi	ity		
Timeline: 3 weeks	I n		
Geography Standard Three:	Big Ideas	<b>Essential Questions:</b>	<b>Suggested Formative Assessments:</b>
Students will develop an	Places are unique associations of	Why are houses important?	Observation
understanding of	natural environments and human		
the diversity of human culture and	cultural modifications.	What is special to you about your	Questioning
the unique nature of places		home?	
[PLACES].	Concepts of site and situation can		Practice Questioning
	explain the uniqueness of places. As	Are houses around the world the	
<b>K-3a:</b> Students will be able to	site or situation change, so also does	same or different?	Discussion
identify types of human	the character of a place.		
settlement, connections between	and community of the France	What is the difference between a	Learning Logs
settlements, and the types of	To what extent are places different in	home and a house?	
activities found in	culture and activity?	nome and a node.	Response Cards
each.	culture and activity.	Learning Targets:	response cards
cacii.	How might connections between	Identify how people live in different	Think-Pair-Share
	places affect their size and	locations around the world.	Timik-Tan-Share
	-	locations around the world.	Interactive Word Walls
	complexity?		interactive word wans
			G4-1 G4 A
			Suggested Summative Assessments:
			Transfer tasks defined by the model uni
			assessed with rubrics aligned to standar

School: Mapleton Curricular Tool: DE Social Studies Coalition Grade: 1 Teacher:

Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments			
	Big Ideas	Student Learning Targets				
	Unit One: Farms and Food, Then and Now					
Timeline: 3 weeks						
<b>History Standard Two:</b> Students	Big Ideas	<b>Essential Questions:</b>	<b>Suggested Formative Assessments:</b>			
will gather, examine, and analyze historical data	There are similarities and differences between our lives and those of people	What are the elements of a working farm?	Informal observation of student skits.			
	in the past.		Participation in class discussions			
<b>K-3a:</b> Students will use artifacts		What are the different types of farms				
and documents to gather information about the past.	Although farms still exist, they are far different than farms of the past.	in the world and in my community?	Check off system for students use of performance on tasks			
		Why are farms important?				
History Standard Four: Students will develop historical		How have farms changed over the	Student Self-Assessment and Reflection			
knowledge of major events and phenomena in world, United		years?	Interactive Notebook			
States, and Delaware history [Content].		How are our lives similar to those who lived in the past?	Lesson checks for understanding			
		_	Exit Tickets			
<b>K-3a:</b> Students will develop an		How are our lives different from				
understanding of the similarities between families now and in the		those who lived in the past?	Suggested Summative Assessments: Transfer tasks defined by the model unit,			
past, including:		Learning Targets:	assessed with rubrics aligned to standards			
Daily life today and in other		Students will identify major				
times		agricultural products of Delaware.				
Cultural origins of customs and beliefs around the world		Students will compare lives of				
		families from the past and their current family.				
		Students will identify the ways in which farms have changed in the past				
		100 years.				
Unit Two: Thinking Chronologica	ally (Delaware Model Unit)	<u>I</u>				
Timeline: 3 weeks						

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Standards Alignment	Unit Concept	<b>Essential Questions</b>	Aggaggments
Standards Angilment	Big Ideas	Student Learning Targets	Assessments
History Standard One	Chronological patterns	Essential Questions:	Suggested Formative Assessments:
Students will employ	Chronological patterns	Why does when matter?	Student Self-Assessment and Reflection
chronological concepts in		wity does when matter:	
analyzing historical phenomena		Learning Targets:	Interactive Notebook
[Chronology].		Exercise sound reasoning in	
T7 0 0 1 1 1 1 1 1		understanding and making complex	Participation in class discussions
<b>K-3a:</b> Students will use clocks, calendars, schedules, and written		choices.	Partner Work
records to record or locate events			Partier Work
in time.		Frame, analyze, and solve problems.	Timeline indicating student's favorite
			activities during the school day and when
		Develop, implement, and	they occur.
		communicate new ideas to others.	
			Sequencing Timeline
			S4-1 S4 A4
			Suggested Summative Assessments: Transfer tasks defined by the model unit,
			assessed with rubrics aligned to standards
			angles to sumulate
			Students create a school schedule
			Students answer essential question, "Why does when matter?"
			why does when matter?
Unit Three: Families			
Timeline: 3 weeks			
History Standard Two:	Families can be found in communities	Essential Questions:	Suggested Formative Assessments:
Students will gather, examine, and	around the world (China, Africa,	Why are families important and how	Informal observation of student skits.
analyze historical data [Analysis].	Mexico, etc.)	do they influence who we are?	Participation in class discussions
<b>K-3a:</b> Students will use artifacts	Families live in different kinds of	Learning Targets:	Check off system for students use of
and documents to gather	communities	Students identify definitions and	performance on tasks
information about the past.		examples of traditions and beliefs	Student Self-Assessment and Reflection
	All families have customs, traditions,	from their own families.	
<b>History Standard Four:</b>	and beliefs		Interactive Notebook
Students will develop historical	Families have needs and wants	Identify customs of other cultures	
knowledge of major events and	Families appoids for mode and	that are similar to customs of their	Lesson checks for understanding
phenomena in world, United	Families provide for needs and wants	own families.	



Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
	Big Ideas	Student Learning Targets	
States, and Delaware history			Exit Tickets
[Content].	Family members have various roles,	Identify customs of other cultures	
	jobs, and responsibilities	that are different to customs of their	Suggested Summative Assessments:
<b>K-3a:</b> Students will develop an		own families.	Transfer tasks defined by the model unit,
understanding of the similarities	Families pass on knowledge, customs,		assessed with rubrics aligned to standards
between families now and in the	language, traditions, etc.		
past, including:			
pust, including.	Families teach values and influence		
Daile life to day and in other	family members		
Daily life today and in other			
times	Families have rules and routines		
Cultural origins of customs and beliefs around the world			
benefit around the world	Family members care for each other		
	Families celebrate in many ways		
	(birthdays, holidays)		
Unit Four: Families and Commun	iities		
Timeline: 3 weeks			
Geography Standard Three:	Big Ideas	Essential Questions:	<b>Suggested Formative Assessments:</b>
Students will develop an	Families are part of communities	What is a community?	Informal observation of student skits.
understanding of the diversity of			
human culture and the unique	There are different kinds of	Where is my community on a map of	Participation in class discussions
nature of places [PLACES].	communities	my state?	
	(school, cultural, religious, ethnic)	Where is my state on a map of the	Check off system for students use of
<b>K-3a:</b> Students will identify types	Places in a community can be located	US?	performance on tasks
of human settlement, connections	on a map and globe		
between settlements, and the types		Where is the US on a map or globe	Student Self-Assessment and Reflection
of activities found in each.	Cardinal directions can be used to	of the world?	
	locate places and physical features of a		Interactive Notebook
	community	What is my place in the society?	
		How can I help my community?	Lesson checks for understanding
	Symbols represent places and can be		
	used to locate geographic features and	<b>Learning Targets:</b>	Exit Tickets
	physical	Identify how people rely on the	
	characteristics	environment for resources.	Suggested Summative Assessments:
			Transfer tasks defined by the model unit,
	There are important places in	Identify the resources a community	assessed with rubrics aligned to standards



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	communities (monuments, parks,	provides families.	
	public buildings and places)  Communities celebrate holidays	Locate their town, state, and country on maps and globes.	
	Communities/people affect the environment	Identify important places within the community.	
	Communities have rules and laws		
	Communities provide services to families		
	People in communities rely on each other for goods and services		
	There are natural and manmade resources in communities.		

#### **Unit Five: Maps and Globes (Delaware Model Unit)**

Timeline: 3 weeks

Note: In Kindergarten, students studied the DE Model Unit "Maps and Globes" as an introduction to maps in reference to understanding and creating maps of their school. In this first grade expedition, students go more in depth into the unit, learning about maps and globes in the sense of their community and their community as a piece of a larger whole, the world. Students also gain the knowledge necessary to create maps with a pre-determined scale and to verbalize map directions to navigate visitors to their communities.

directions to havigate visitors to their communities.				
Geography Standard One:	Concepts	<b>Essential Questions:</b>	<b>Suggested Formative Assessments:</b>	
Students will develop a	Mental maps	How can words, models, and	Informal observation of students	
personal geographic	Spatial thinking	graphics help us learn about	identifying relative locations or positions.	
framework, or "mental map," and understand the	Big Ideas	the world?	Participation in class discussions	
uses of maps and other geo-graphics [MAPS].	Distance, size, and position of objects and features in the environment can be learned	Learning Targets: Use and interpret positional	Check off system for students use of performance on tasks	
K-3a: Students will	and become predictable by the	vocabulary effectively.	G. 1 . G 16 A	
understand the nature and	development of a mental map		Student Self-Assessment and Reflection	
uses of maps, globes, and other geo-graphics.	or frame of reference.  Language, models, maps, and	Create and interpret models, diagrams, maps, and globes.	Interactive Notebook	



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	diagrams are ways of representing the world.		Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
Unit Six: Role of a Leader (Delaws Timeline: 2 weeks	are Model Unit)		
Civics Standard One: Students	Concepts	Essential Questions	Suggested Formative Assessments:
will examine the structure and purposes of governments with	Elections	Should leaders be elected?	Student Self-Assessment and Reflection
specific emphasis on constitutional democracy [Government].	Representation	How should an elected official represent the interests of the people?	Interactive Notebook
	Big Ideas Elections are a means of democracy,		Participation in class discussions
<b>K-3a:</b> Students will understand that leaders are sometimes chosen	thus they serve the purpose of democracy, which is to constrain		Partner Work
by election, and that elected officials are expected to represent	government to serve the people.		Timeline indicating student's favorite activities during the school day and when
the interests of the people who elected them.	Representatives wear two hats. First, they are expected to vote the way the		they occur.
	majority of their constituents want them to vote on an issue. The other		Sequencing Timeline
	hat often contradicts the first; they are		Suggested Summative Assessments:
	expected to be leaders who vote for what they see as the best interest of their constituents even if a majority of them do not agree.		Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
Unit Seven: The Community <sup>1</sup> Timeline: 3 weeks			
Civics Standard One: Students	People in communities conserve	<b>Essential Questions:</b>	Suggested Formative Assessments:
will examine the structure and purposes of governments with	resources (recycling, etc.)	How do I show respect to my community?	Informal observation of student skits.
specific emphasis on constitutional	Citizenship and Community:	- Community .	Participation in class discussions
democracy [Government].	People are citizens of a community,	What are my duties as a citizen?	Tarte-parton in class discussions
, ,	city, state, and nation	How do those duties change as I get	Check off system for students use of

<sup>&</sup>lt;sup>1</sup> Included in this unit is a lesson taken and adapted from the published unit, "The ABC's of Citizenship" by Fran O'Malley. The Democracy Project Institute for Public Administration, University of Delaware



Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
	Big Ideas	Student Learning Targets	
TZ 21 G. 1	Citizens respect their community	older?	performance on tasks
<b>K-3b:</b> Students will understand that positions of authority, whether		What makes a good community	Student Self-Assessment and Reflection
elected, appointed, or familial,	Citizens know and obey the community's rules and laws	leader?	Interactive Notebook
carry responsibilities and should be respected.	-	What issues in my community do I	
_	People can be community leaders	care about?	Lesson checks for understanding
Civics Standard Three: Students will understand the responsibilities, rights, and	Members of communities, cities, states, and nations have rights and	What is the difference between a right, a responsibility, and a	Exit Tickets
privileges of United States citizens	responsibilities	privilege? Why is it important to be able to distinguish and exercise the	Suggested Summative Assessments: Transfer tasks defined by the model unit,
[Citizenship].	People elect officials to represent them	three?	assessed with rubrics aligned to standards
K-3a: Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion) and	Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of	Learning Targets: Identify characteristics and qualities of a good leader.	
and freedom of religion), and privileges (such as driving).	religion), and privileges (such as driving).	Demonstrate knowledge of citizens' responsibilities.	
	People participate in the democratic process by voting responsibly		

School: <u>Mapleton</u> Curricular Tool: <u>DE Social Studies Coalition</u> Grade: <u>2</u> Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments		
Unit One: Respect in a Civil Society (Delaware Model Unit)					
Timeline: 3 weeks					
Civics Standard Two Students will understand the principles and ideals underlying the American political system [Politics].  K-3a: Students will understand that respect for others, their opinions and their property is a foundation of civil society in the United States.	Concepts Citizenship Respect  Big Ideas The principles and ideals underlying American democracy are designed to promote the freedom of the American people.	Essential Questions: Why is respect for others, their opinions, and property so important in our society?  How do I show respect?  Learning Targets: Explain why respect is used to get along in society.  Demonstrate respect for others, their opinions, and property in	Suggested Formative Assessments: Informal observation of student skits.  Participation in class discussions  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection Interactive Notebook  Lesson checks for understanding  Exit Tickets		
		their opinions, and property in various situations.	Interactive Notebook/Writing Log Think-Pair-Share activities T-chart List of classroom "laws"  Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards		
Unit Two: Writing the Story of the Past (Delaware Model Unit) Timeline: 4 weeks					
History Standard Two Students will gather, examine, and analyze historical data [Analysis].	Concepts Investigation	Essential Questions What can I learn about the past from studying artifacts and	Suggested Formative Assessments: Informal observation of student collaboration.		

Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
Standards Anginnent	Big Ideas	Student Learning Targets	Assessments
	Big Ideas	documents? What can't I learn?	
K-3a: Students will use artifacts and	Many different types of sources		Participation in class discussions and
documents to gather information about the	exist to help us gather information	How are artifacts and documents	skits/roles.
past.	about the past, such as artifacts	used to write the story of the	
History Standard Three	and documents.	past?	Check off system for students use of
Students will interpret historical data	What is written by a historian		performance on tasks
[Interpretation].	depends upon the sources used.		Student Self-Assessment and Reflection
K-3a: Students will understand that			Interactive Notebook
historical accounts are constructed by drawing logical inferences from artifacts			Interactive Notebook
and documents.			Lesson checks for understanding
			Exit Tickets
			Suggested Summative Assessments:
			Transfer tasks defined by the model unit,
			assessed with rubrics aligned to standards
Unit Three: Community Diversity			
Timeline: 3 weeks	D. 11	I	
Economics Standard One: Students will analyze the potential costs	Big Ideas Communities are diverse.	Essential Questions: Why and how do communities	Suggested Formative Assessments: Informal observation of student skits.
and benefits of personal economic choices	Communities are diverse.	develop differently?	informat observation of student skits.
in a market economy [Microeconomics].	Communities can be	develop differently.	Participation in class discussions
	characterized as urban, rural, or	<b>Learning Targets:</b>	
<b>K-3a:</b> Students will understand that	suburban	Identify characteristics of rural,	Check off system for students use of
individuals and families with limited		suburban and urban communities.	performance on tasks
resources undertake a wide variety of activities to satisfy their wants	Features of urban, rural, and suburban communities are	Identify the geography and	Student Self-Assessment and Reflection
activities to satisfy their wants	different	natural resources characteristic of	Interactive Notebook
<b>K-3b:</b> Students will apply the concept that		Delaware.	110000001
economic choices require the balancing of	Urban, rural, and suburban		Lesson checks for understanding
costs incurred with benefits received.	communities have special events,		
	people, traditions, practices, and ideas		Exit Tickets
			Suggested Summative Assessments:
	Geography and natural resources		Transfer tasks defined by the model unit,
	shape where and how		assessed with rubrics aligned to standards



Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
Unit Three: How Do We Know About Lot Timeline: 3 weeks	Big Ideas communities develop  Environmental and financial factors influence the lifestyles of community residents (schools, buildings, sports and recreation facilities, extreme weather preparation)  ng Ago? (Delaware Model Unit)	Student Learning Targets	
History Standard Two Students will gather, examine, and analyze historical data [Analysis].  K-3a: Students will use artifacts and documents to gather information about the past.  History Standard Three Students will interpret historical data [Interpretation].  K-3a: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.	Concepts: Inferences and interpretations  Big Ideas: Many different types of sources such as artifacts and documents exist to help us gather information about the past. The sources need to be critically analyzed and categorized as they are used.  A limited number of artifacts and documents survive from the past. Therefore, they cannot reveal everything that happened long ago. So, historians often have to fill in the gaps by drawing logical inferences from the evidence that is available.	Essential Questions: What can I learn about the past from studying artifacts and documents? What can't I learn? How are artifacts and documents used to write the story of the past?  Learning Targets: Define and provide an example of an artifact, document, inference, past, evidence, inference.  Draw inferences from artifacts and documents.	Suggested Formative Assessments: Informal observation of student collaboration.  Participation in class discussions and skits/roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection Interactive Notebook Lesson checks for understanding Exit Tickets  Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
Unit Four: Native Americans- Lenni Lena Timeline: 4 weeks	npe Tribe		
Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the	Concepts Geographic features of Delaware	Essential Questions: How did Native Americans influence the development of	Suggested Formative Assessments: Informal observation of student skits.
natural environment [ENVIRONMENT].	Important bodies of water,	Delaware?	Participation in class discussions



Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
Standards Angument	Big Ideas	Student Learning Targets	Assessments
	landforms, mountains, etc., of	State 2 carring 1 angels	
<b>K-3a:</b> Students will distinguish different	Delaware	How do culture, history,	Check off system for students use of
types of climate and landforms and explain		geography, people, and	performance on tasks
why they occur.	Big Ideas	government shape the	
	The Lenape belonged to the	development of a community?	Student Self-Assessment and Reflection
Geography Standard Three: Students	Algonquian group and populated		
will develop an understanding of the	many Eastern Woodland regions,	<b>Learning Targets:</b>	Interactive Notebook
diversity of human culture and the unique	including Delaware.	Analyze the location of Delaware	
nature of places [PLACES].		State in relation to other states	Lesson checks for understanding
	Customs and traditions shaped the	(countries/world/bodies of water)	
<b>K-3a:</b> Students will identify types of	Native Americans' ways of life.		Exit Tickets
human settlement, connections between		Identify the location of Native	
settlements, and the types of activities		American territories in Delaware	Suggested Summative Assessments:
found in each			Transfer tasks defined by the model unit,
Heatan Chan Jan J Earn Ch 1 and 11			assessed with rubrics aligned to standards
<b>History Standard Four:</b> Students will develop historical knowledge of major			
events and phenomena in world, United			
States, and Delaware history [Content].			
States, and Delaware instory [Content].			
<b>K-3a:</b> Students will develop an			
understanding of the similarities between			
families now and in the past, including:			
Daily life today and in other times			
Cultural origins of customs and beliefs			
around the world			
Unit Five: Scarcity and Wants (Delaware Timeline: 4 weeks	Model Unit)		
<b>Economics Standard One</b>	Concepts	Essential Questions:	Suggested Formative Assessments:
Students will analyze the potential costs	Scarcity	What do people want?	Informal observation of student
and benefits of personal economic choices			collaboration.
in a market economy [Microeconomics].	Resources	Why can't I have everything I	
		want?	Participation in class discussions and
K-3a: Students will understand that	Wants		skits/roles.
individuals and families with limited		How do people get what they	
resources undertake a wide variety of	Big Ideas	want?	Check off system for students use of
activities to satisfy their wants.	Due to scarcity, individuals,	I comin a Tangata	performance on tasks
	families, communities, and	Learning Targets:	



Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
Standards Angillient	Big Ideas	Student Learning Targets	Assessments
	societies as a whole must make choices in their activities and consumption of goods and services.	Explain the difference between a good and a service.  Explain the difference between	Student Self-Assessment and Reflection Interactive Notebook
		public and private goods and services.	Lesson checks for understanding
		Explain how human capital is	Exit Tickets
		used to earn the income to satisfy wants.	Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
		Explain the decisions that must be made about spending or saving income.	
Unit Six: Trading Partners (Delaware Mo Timeline: 3 weeks	del Unit)	,	
Economics Standard Three Students will understand different types of economic systems and how they change	Concepts Interdependence	Essential Questions: Why does trade create interdependence?	Suggested Formative Assessments: Informal observation of student collaboration.
[Economic systems].  K-3a: Students will identify human wants	Big Ideas Individuals and nations trade when all parties expect to gain.	What does dependence mean?	Participation in class discussions and skits/roles.
and the various resources and strategies		Why do we depend on others?	
which have been used to satisfy them over time.	Nations with different economic systems often specialize and become interdependent as a result	Why do we specialize?	Check off system for students use of performance on tasks
Economics Standard Four Students will examine the patterns and	of international trade.	How does specialization create interdependence?	Student Self-Assessment and Reflection
results of international trade [International trade].		Learning Targets:	Interactive Notebook
K-3a: Students will understand that the		Identify interdependent relationships.	Lesson checks for understanding
exchange of goods and services around the			Exit Tickets
world creates economic interdependence between people in different places.		Recognize specializations as the cause of that interdependence.	Suggested Summative Assessments: Transfer tasks defined by the model unit,
		Describe the consequences of a loss of interdependence	assessed with rubrics aligned to standards



School: Mapleton Curricular Tool: DE Social Studies Coalition Grade: 3 Teacher:

Standards Alignment	Unit Concept	Essential Questions	Assessments
_	Big Ideas	Student Learning Targets	
<b>Unit One: Citizenopoly (DDOE Model</b>	Unit)		
Timeline: 3 weeks			
Civics Standard Three:	Concepts:	<b>Essential Questions:</b>	<b>Suggested Formative Assessments:</b>
Students will understand the	Responsibilities, Rights, and	What is the nature of a privilege?	Observation
responsibilities, rights, and privileges of	Privileges		Questioning (adult and student initiated)
United States citizens [Citizenship].		What do you have to do to earn or	Discussion (between peers and with
	T 11 1 1 T 1 1 1 1 1 1 1 1 1 1 1 1 1 1	lose a privilege?	adults)
<b>K-3a:</b> Students will understand that	Individual Freedoms and Liberties		Talking Point Checklists
American citizens have distinct		What is the relationship between	Bumper Sticker Summaries
responsibilities (such as voting), rights	Big Ideas:	my rights and my responsibilities?	GIST Statements
(such as free speech and freedom of	Effective citizens are committed to		Self Assessments
religion), and privileges (such as	protecting rights for themselves,		Rapid-fire brainstorms
driving).	other citizens, and future	<b>Learning Targets:</b>	Collaborative Activities
	generations, by upholding their	Define and distinguish between	Quick Checks (e.g., entrance and exit
	civic responsibilities and are aware	responsibilities, rights, and	cards)
	of the potential consequences of	privileges and the distinctions	Summarizing
	inaction.	between them.	Graphic Organizers
			Response Cards
	Distinctions between a citizen's	Identify examples of	Interactive Word Walls
	rights, responsibilities, and	responsibilities, rights, and	
	privileges help to define the	privileges.	Suggested Summative Assessments:
	requirements and limits of personal	T 1	Transfer tasks defined by the model unit,
	freedom.	Explain why effective citizens are	assessed with rubrics aligned to standards
		committed to protecting rights for	
		themselves, other citizens, and	
		future generations, by upholding	
		their civic responsibilities and are	
		aware of the potential	
		consequences of inaction.	
		Describe situations that	
		demonstrate how individual	
		freedoms and liberties have limits	
		because others also have the same	

Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
	Big Ideas	Student Learning Targets	
		freedoms and liberties.	
		Explain what citizens must do to	
		earn privileges and what they must	
		do to lose privileges.	
Unit Two: Fall Expedition "How Do W	  e Get Money From a Stone?"		
Timeline: 3 weeks	•		
<b>Economics Standard Two:</b> Students	Big Ideas	<b>Essential Questions:</b>	<b>Suggested Formative Assessments:</b>
will examine the interaction of	The surface of Earth is constantly	How do natural resources	Observation
individuals, families, communities,	changing and no feature on Earth is	stimulate the economy of a	
businesses, and governments in a	permanent.	community or region?	Questioning (adult and student initiated)
market economy [Macroeconomics].			Discussion (between peers and with
	Humans use the features of the	How are natural resources	adults)
<b>K-3a:</b> Students will understand how	Earth to their advantage.	converted to money?	Talking Point Checklists
barter, money, and other media are			Bumper Sticker Summaries
employed to facilitate the exchange of	Earth operates in cycles creating	Who owns the natural resources of	GIST Statements
resources, goods, and services.	natural resources	a community or region?	Self Assessments
			Rapid-fire brainstorms
<b>Economics Standard Three:</b> Students	Rocks and Minerals are important	Why are natural resources	Collaborative Activities
will understand different types of	aspects of the Earth's resources.	important to save?	Quick Checks (e.g., entrance and exit
economic systems and how they change			cards)
[Economic systems].	The use of energy sources impacts		Summarizing
	our environment.	Learning Targets:	Graphic Organizers
K-3a: Students will identify human		Define and give examples of	Response Cards
wants and the various resources and		climates and landforms in and	Interactive Word Walls
strategies which have been used to		around Delaware, the Northeast,	
satisfy them over time.		and North America.	Suggested Summative Assessments:
			Transfer tasks defined by the model unit,
		Define and give examples of	assessed with rubrics aligned to standards
		natural resources in and around	
		Delaware, the Northeast, and	
		North America.	
		Explain how natural resources can	
		impact the economy of a	
		community.	



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	Dig Ideas	Create a business plan for selling	
		tumbled rocks (service learning).	
Unit Three: Economic Exchange (Dela Timeline: 3 weeks	ware Model Unit)		<u></u>
<b>Economics Standard Two</b>	Concepts	Essential Questions:	Suggested Formative Assessments:
Students will examine the interaction of individuals, families, communities,	Interdependence	How might the use of money affect the economy?	Informal observation of student collaboration.
businesses, and governments in a market economy [Macroeconomics].	Big Ideas A nation's overall levels of income, employment, and prices are	Why is what we use as money valuable?	Participation in class discussions and skits/roles.
<b>K-3a:</b> Students will understand how barter, money, and other media are employed to facilitate the exchange of	determined by the interaction of spending and production decisions made by all households, firms,	Learning Targets:	Check off system for students use of performance on tasks
resources, goods, and services.	government, and trading partners.	Work productively with others to specialize in the production of a	Student Self-Assessment and Reflection
	Because of interdependence, decisions made by consumers,	particular good and/or the performance of a particular	Interactive Notebook
	producers, and government impact a nation's standard of living.	service.	Lesson checks for understanding
	Market economies are dependent on	Engage in simple forms of exchange, such as barter.	Exit Tickets
	the creation and use of money, and a	enonange, such as carter	Vocabulary studies
	monetary system to facilitate exchange.	Analyze the use of commodity money as a medium of exchange	Suggested Summative Assessments: Transfer tasks defined by the model unit,
		Create a medium of exchange for the proposed school store.	assessed with rubrics aligned to standards
		_	Proposal/poster/speech
Unit Four: Resources and Production (Timeline: 3 weeks	Delaware Model Unit)	1	1
Economics Standard One Students will analyze the potential costs	Concepts Resources	Essential Questions: How should people use what they	Suggested Formative Assessments: Informal observation of student
and benefits of personal economic		have to get what they want?	collaboration.
choices in a market economy [Microeconomics].	Patterns	Why have different ways to	Participation in class discussions and



Standards Alignment	Unit Concept	Essential Questions	Assessments
	Big Ideas	Student Learning Targets	
K-3a: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.  Economics Standard Three Students will understand different types of economic systems and how they change [Economic systems].  K-3a: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.	Interdependence  Big Ideas  Because resources are scarce, societies must organize the production, distribution, and allocation of good and services.  The way societies make economic decisions depends on cultural values, availability and quality of resources, and the extent and use of technology.	produce and allocate goods and services developed?  Learning Targets: Exercise sound reasoning in understanding and making complex choices  Frame, analyze and solve problems Work productively with others	skits/roles. Check off system for students use of performance on tasks  Student Self-Assessment and Reflection Interactive Notebook Lesson checks for understanding Exit Tickets  Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
Unit Five: Spring Expedition "Water F Timeline: 4 weeks	Explorers"	<u> </u>	<u> </u>
Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].	Big Ideas Thinking systematically means looking for the relationships between parts. Earth's components form systems.	Essential Questions: How do changes in one part of an Earth system affect other parts of the system?  How do however investable	Suggested Formative Assessments: Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Talking Print Chaplaints
<b>K-3a:</b> Students will distinguish different types of climate and landforms and explain why they occur.	These systems continually interact at different rates of time affecting the Earth regionally and globally.	How do humans impact the diversity and stability of ecosystems?  Whose point of view matters?	Talking Point Checklists Bumper Sticker Summaries GIST Statements Self Assessments Rapid-fire brainstorms
Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].	Humans can alter the living and non-living factors within an ecosystem, thereby creating changes in the overall system.	What constitutes "evidence"?  When do you know you have enough and the right kind of	Collaborative Activities Quick Checks (e.g., entrance and exit cards) Summarizing Graphic Organizers
<b>K-3a:</b> Students will identify types of human settlement, connections between settlements, and the types of activities found in each.	There are varying perspectives on the meaning of historical events.	enough and the right kind of evidence?  Learning Targets: Define and give examples of land forms shaped by rivers.	Response Cards Interactive Word Walls Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		List reasons why early settlers chose to build cities near rivers.	
		Describe how the Christina River has changed over the last 200 years.	
		Summarize the contributions of the duPont family to Delaware.	
		Explain how mill races work to harness power.	
		Describe how water is a natural resource and can impact the economy of a community.	
Unit Six: Places (Delaware Model Unit Timeline: 3 weeks			
Geography Standard One Students will develop a personal geographic framework, or "mental	Concepts Patterns Culture	Essential Questions: How are places different in culture and activity?	Suggested Formative Assessments: Informal observation of student collaboration.
map," and understand the uses of maps and other geo-graphics [MAPS].	Big Ideas Places are unique associations of	How might connections between places affect their size and	Participation in class discussions and skits/roles.
<b>K-3a:</b> Students will understand the nature and uses of maps, globes, and other geo-graphics.	natural environments and human cultural modifications.	complexity?  Learning Targets:	Check off system for students use of performance on tasks
Geography Standard Two Students will develop a knowledge of	Concepts of site and situation can explain the uniqueness of places.	Describe the characteristics of a place	Student Self-Assessment and Reflection
the ways humans modify and respond to the natural environment [ENVIRONMENT].	As site or situation changes, so does the character of a place.	Compare and categorize the characteristics of different places	Interactive Notebook  Lesson checks for understanding
<b>K-3a:</b> Students will distinguish different types of climate and landforms		Identify different types of connections and provide reasons	Exit Tickets



Standards Alignment	Unit Concept	Essential Questions	Assessments
	Big Ideas	Student Learning Targets	
and explain why they occur.		for them Compare different types of maps	Suggested Summative Assessments: Transfer tasks defined by the model unit,
Geography Standard Three Students will develop an understanding		Compare different types of maps	assessed with rubrics aligned to standards
of the diversity of human culture and			Powerpoint/podcast/story board
the unique nature of places [PLACES].			Towerpoint podeass story board
<b>K-3a:</b> Students will be able to identify			
types of human settlement, connections between settlements, and the types of			
activities found in each.			
Civics Standard Four			
Students will develop and employ the			
civic skills necessary for effective, participatory citizenship [Participation].			
participatory citizenship [Participation].			
<b>K-3a:</b> Students will acquire the skills			
necessary for participating in a group,			
including defining an objective, dividing responsibilities, and working			
cooperatively.			
Unit Seven: Regions (Delaware Model Timeline: 3 weeks	Unit)	<u> </u>	
Geography Standard Four	Concepts	Essential Questions:	Suggested Formative Assessments:
Students will develop an understanding	Patterns	How do places differ from	Informal observation of student
of the character and use of regions and		regions?	collaboration.
the connections between and among	Big Ideas		Derticipation in class discussions and
them [REGIONS].	Students will understand that	How can regions be used to	Participation in class discussions and skits/roles.
	regions are defined by themes and/or common characteristics.	simplify an understanding of place	Check off system for students use of
<b>K-3a:</b> Students will be able to use the	and of common characteristics.	diversity?	performance on tasks
concepts of place and region to explain simple patterns of connections between	Students will understand that	How might differences and	Contract Colon Account on 1 D. Co.
and among places across the country	regions have boundaries, some	similarities among regions result	Student Self-Assessment and Reflection
and the world.	imaginary, some natural, and some physical.	in connections between them?	Interactive Notebook



Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
	Big Ideas	Student Learning Targets	
		Learning Targets:	Lesson checks for understanding
	Students will understand that there are connections between different regions whether the regions are	Explain the difference between a place and a region.	Exit Tickets
	similar or different	Identify the characteristics of a	Recording sheet for regions vocabulary
		region and describe its boundaries and its connections between other	School map
		regions.	World map of regions
		Draw a boundary line showing where two or more regions are	Quiz 1 and 2
		located when given a map.	Suggested Summative Assessments: Transfer tasks defined by the model unit,
		Identify examples of boundaries (imaginary, natural, and physical).	assessed with rubrics aligned to standards
		Identify examples of connections between places and regions.	
		Compare two different regions.	
Unit Eight: Using Maps and Globes (D Timeline: 3 weeks	elaware Model Unit)		
Geography Standard One	Concepts	Essential Questions:	<b>Suggested Formative Assessments:</b>
Students will develop a personal	Patterns	How do differences between flat	Informal observation of student
geographic framework, or "mental	Spatial thinking	maps and globes affect	collaboration.
map," and understand the uses of maps	Big Ideas	understanding of places in the	Participation in class discussions and
and other geo-graphics [MAPS].	The ways mapped patterns are	world?	skits/roles.
<b>K-3a:</b> Students will understand the nature and uses of maps, globes, and	analyzed and used help solve societal problems.	Why are there different types of maps? How can they be "read" to	Check off system for students use of performance on tasks
other geo-graphics.	Maps can be used to distort or introduce bias into the information	discover the nature and contents of the real world?	Student Self-Assessment and Reflection
	they portray.	<b>Learning Targets:</b>	Interactive Notebook



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		Compare a world map and a globe.	Lesson checks for understanding
		Identify distortions on a flat map.	Exit Tickets
		"Read" a variety of maps.	Observation of student use of maps.
		Explain reasons for different types of maps.	Prepare a proposal, based on a study of the maps of Delaware, stating the best place to build an amusement park.
		Analyze maps to solve real-world problems.	Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards

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School: Mapleton Curricular Tool: DE Social Studies Coalition Grade: 4 Teacher: \_\_\_\_\_

Unit One: Liberty and Citizenship (Detained in dividual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.    Civic responsibility.   Check off system for students will understand the principle of civic responsibility.   Check off system for students will understand the principle of civic responsibility.   Check off system for students will understand the principle of civic responsibility.   Check off system for students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.   Check off system for students underlying American democracy are designed to promote the freedom of the American people.   How does volunteering demonstrate civic responsibility?   Check off system for students us performance on tasks						
Timeline: 3 weeks  Civics Standard Two Students will understand the principles and ideals underlying the American political system [Politics].  Citizenship  A-5b: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.  Big Ideas The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  Big Ideas The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  Big Ideas The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  How does the Statue of Liberty symbolize the ideal of individual liberty?  Check off system for students us performance on tasks  Student Self-Assessment and Re  How does volunteering demonstrate civic responsibility?  Learning Targets: Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Exit Tickets						
Civics Standard Two Students will understand the principles and ideals underlying the American political system [Politics].  4-5b: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.  Big Ideas The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  Big Ideas The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  How does the Statue of Liberty symbolize the ideal of individual liberty?  Students Participation in class discussions students us performing parliamentar symbolize the ideal of individual liberty?  Student Self-Assessment and Re How does volunteering demonstrate civic responsibility?  Learning Targets: Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Exit Tickets						
Students will understand the principles and ideals underlying the American political system [Politics].  4-5b: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.  Big Ideas The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  Big Ideas The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  How does the Statue of Liberty symbolize the ideal of individual liberty?  Check off system for students us performance on tasks  Student Self-Assessment and Re  Interactive Notebook  Learning Targets: Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Exit Tickets						
and ideals underlying the American political system [Politics].  4-5b: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.  Big Ideas  The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  How does the Statue of Liberty symbolize the ideal of individual liberty?  How does volunteering demonstrate civic responsibility?  Learning Targets: Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Exit Tickets	<u>nts:</u>					
political system [Politics].  4-5b: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.  Big Ideas  The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  How does the Statue of Liberty symbolize the ideal of individual liberty?  Check off system for students us performance on tasks  Student Self-Assessment and Re  How does volunteering demonstrate civic responsibility?  Learning Targets: Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Exit Tickets						
4-5b: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.  Big Ideas  The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  What happens if enough people are not good citizens?  How does the Statue of Liberty symbolize the ideal of individual liberty?  Students Students performing parliamentar students us performance on tasks  Student Self-Assessment and Re  How does volunteering demonstrate civic responsibility?  Learning Targets:  Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Exit Tickets						
4-5b: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.  Big Ideas  The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  How does the Statue of Liberty symbolize the ideal of individual liberty?  Students performing parliamentary symbolize the ideal of individual liberty?  Student Self-Assessment and Re  How does volunteering demonstrate civic responsibility?  Learning Targets: Exercise personal, workplace, and community contexts  Exit Tickets						
society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principle of civic responsibility.  The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  How does the Statue of Liberty symbolize the ideal of individual liberty?  How does volunteering demonstrate civic responsibility?  Learning Targets:  Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Exit Tickets						
liberty requires a commitment on the part of its citizens to the principle of civic responsibility.  How does the Statue of Liberty symbolize the ideal of individual liberty?  How does the Statue of Liberty symbolize the ideal of individual liberty?  Student Self-Assessment and Re  How does volunteering demonstrate civic responsibility?  Learning Targets: Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Exit Tickets	y roles.					
part of its citizens to the principle of civic responsibility.  are designed to promote the freedom of the American people.  How does the Statue of Liberty symbolize the ideal of individual liberty?  Student Self-Assessment and Re How does volunteering demonstrate civic responsibility?  Learning Targets: Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Exit Tickets	c					
civic responsibility.  freedom of the American people.  Student Self-Assessment and Re Interactive Notebook  Learning Targets: Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Student Self-Assessment and Re Interactive Notebook  Lesson checks for understanding Exit Tickets	OI					
How does volunteering demonstrate civic responsibility?  Learning Targets: Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Student Self-Assessment and Re  Lesson checks for understanding  Exit Tickets						
How does volunteering demonstrate civic responsibility?  Learning Targets: Exercise personal responsibility and flexibility in personal, workplace, and community contexts  How does volunteering demonstrate Linteractive Notebook  Lesson checks for understanding  Exit Tickets	C14:					
civic responsibility?  Learning Targets:  Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Interactive Notebook  Lesson checks for understanding  Exit Tickets	lection					
Learning Targets:  Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Lesson checks for understanding Exit Tickets						
Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Exercise personal responsibility and flexibility in personal, workplace,						
Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Exit Tickets						
flexibility in personal, workplace, and community contexts						
and community contexts						
and community contexts Vocabulary studies						
Act responsibly with the interests of						
the larger community in mind  Suggested Summative Assessm	ents:					
Transfer tasks defined by the mo	del unit,					
Demonstrate ethical behavior in assessed with rubrics aligned to s	tandards					
personal, workplace and community						
contexts						
Concato						
Unit Two: Democratic Methods (Delaware Model Unit)						
Timeline: 3 weeks						
Civics Standard Four Concepts Essential Questions: Suggested Formative Assessment	nts:					
Students will develop and employ the  Citizenship  Why should groups choose to make  Informal observation of student						

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Standards Alignment	Unit Concept	Essential Questions	Assessments
	Big Ideas	Student Learning Targets	collaboration.
civic skills necessary for effective,	Participation	decisions democratically when it	collaboration.
participatory citizenship [Participation].	Dia Idaa	would be easier if one person made all the decisions and assignments?	Douticipation in along discussions and
	Big Ideas Effective citizens can research	an the decisions and assignments?	Participation in class discussions and students performing parliamentary roles.
<b>4-5b:</b> Students will identify and employ	issues, form reasoned opinions,	How do democratic methods help	students performing parnamentary roles.
the formal and informal methods by	support their positions, and	groups function?	Check off system for students use of
which democratic groups function.	engage in the political process.	groups runction:	performance on tasks
	engage in the pointed process.		performance on tasks
	Effective governance requires	Learning Targets:	Student Self-Assessment and Reflection
	responsible participation from	Effectively function as a member of	
	diverse individuals who translate	a democratic group	Interactive Notebook
	beliefs and ideas into lawful	0 1	
	action and policy.	Frame, analyze, and solve problems	Lesson checks for understanding
		Help develop a group action plan and	Exit Tickets
		then put it into practice	ZMt Tickets
		The production of the producti	Vocabulary studies
			Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
Unit Three: Economic Systems (DDOE) Timeline: 5 weeks	Model Unit)		
Economics Standard Three	Concepts	<b>Essential Questions</b>	Suggested Formative Assessments:
Students will understand different types	Economic Systems		Informal observation of student
of economic systems and how they	250monine Systems	How have advances in technology affected our lives?	collaboration.
change [Economic systems].	Big Ideas		
	Because resources are scarce,	In what ways do economic systems	Participation in class discussions and
<b>4-5a</b> : Students will identify different	societies must organize the	differ and why?	students performing parliamentary roles.
means of production, distribution, and	production and determine the		
exchange used within economic systems	distribution of goods and	<b>Learning Targets</b>	Check off system for students use of
in different times and places.	services.	Explain the advantages and	performance on tasks
		disadvantages of different methods	Gr. Jane Galf Access of 170 Gr. C
		of production	Student Self-Assessment and Reflection
		Explain how producers raise	Interactive Notebook
		productivity, especially with the	



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	2	application of technology	Lesson checks for understanding
		Explain the advantages and disadvantages of different methods	Exit Tickets
		of distribution Discern between three types of	Vocabulary studies
		economic systems	Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
Unit Four: Thinking Chronologically (I Timeline: 4 weeks	Delaware Model Unit)	,	,
History Standard One Students will employ chronological concepts in analyzing historical phenomena [Chronology].	Concepts Patterns Chronology Cause and effect	Essential Questions: To what extent does one event always lead to another event?	Suggested Formative Assessments: Informal observation of student collaboration.
<b>4-5a:</b> Students will study historical events and persons within a given timeframe in order to create a chronology	Big Ideas History is often messy, yet a historian must logically organize	How might organizing a chronology in a timeline help us understand to what extent one event leads to another event?	Participation in class discussions and students performing parliamentary roles.  Check off system for students use of
and identify related cause-and-effect factors.	events, recognize patterns and trends, explain cause and effect, make inferences, and draw	How do cause and effect help us	performance on tasks  Student Self-Assessment and Reflection
History Standard Two Students will gather, examine, and	conclusions from those sources which are available at the time.	understand to what extent one event leads to another event?	Graphic organizers
analyze historical data [Analysis].	The questions a historian	How should historical sources be used to look for change?	Interactive Notebook
<b>4-5b:</b> Students will examine historical materials relating to a particular region, society, or theme; chronologically	chooses to guide historical research will affect which events will go into the chronology and	Learning Targets:	Lesson checks for understanding  Exit Tickets
arrange them, and analyze change over time.	which will be left out.  Competing chronologies can both be accurate, yet may not be	Use time frame devices such as a timeline and story map to create a chronology.	Vocabulary studies
	equally relevant to the specific topic at hand.	Use a timeline to apply the concept of cause and effect.	Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
	A historian must prove where the information can be found	Trace an activity or idea over a long	



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	that is the basis for historical	period and explain why changes took	
	conclusions.	place.	
		Develop, implement, and	
		communicate new ideas to others.	
Unit Five: Developing Mental Maps			<u> </u>
Timeline: 3 weeks Geography Standard One	Concepts	<b>Essential Questions</b>	Suggested Formative Assessments:
Students will develop a personal	Patterns	Why does where matter?	Informal observation of student
geographic framework, or "mental map,"	Spatial Thinking	•	collaboration.
and understand the uses of maps and		To what extent are mental maps of different scales linked?	
other geo-graphics [MAPS].	Big Ideas		Participation in class discussions and
	Mental maps summarize	To what extent are human settlements connected?	students performing parliamentary roles.
<b>4-5a</b> : Students will demonstrate	differences and similarities	settlements connected?	Charles of southern for the lands and of
development of mental maps of Delaware and of the United States which	about places. These differences and similarities lead to conflict	Learning Targets	Check off system for students use of performance on tasks
include the relative location and	or cooperation and the exchange		performance on tasks
characteristics of major physical	of goods and ideas between	Identify the location of land and water features, political divisions,	Student Self-Assessment and Reflection
features, political divisions, and human	peoples.	and human settlements on a map of	
settlements.		Delaware and its surrounding area	Interactive Notebook
	Mental maps change as the	based on their mental maps.	
	scale moves from local to	1	Lesson checks for understanding
	global; we know more about our	Sketch a relatively accurate	E tom: 1
	home area than more distant	representation of the United States of	Exit Tickets
	places; and these differences affect how we feel and behave	America based on their mental maps,	Vocabulary studies
	towards places that are distant	including at least two of each of the	vocabulary studies
	versus those that are close.	following: land features, water	Suggested Summative Assessments:
	, 625 th 625 that 625 5355.	features, political divisions, and	Transfer tasks defined by the model unit,
	The ways mapped patterns are	human settlements.	assessed with rubrics aligned to standards
	analyzed and used help solve		
	societal problems.		
	Maps can be used to distort or		
	introduce bias into the		
	information they portray.		
	portuni.		

Standards Alignment	Unit Concept	Essential Questions	Assessments		
	Big Ideas	Student Learning Targets			
Unit Six: The American Revolution Timeline: 4 weeks					
History Standard One 4-5a: Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-and-effect factors.	Concepts Chronology Cause and Effect  Big Ideas	Essential Questions How can we use historical materials to understand cause-and-effect relationships?	Suggested Formative Assessments: Informal observation of student collaboration.  Participation in class discussions and students performing parliamentary roles.		
CCSS for Reading Informational Text Grade 4 students explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  CCSS for Writing  Grade 4 students write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Grade 4 students conduct short research projects that build knowledge through investigation of different aspects of a topic.	A historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from available resources.	Learning Targets Define chronology, cause-and-effect Describe the events that led to the American Revolution  Identify the battles that resulted in American independence Retell the principles and grievances in the Declaration of Independence Use a timeline to create a chronology of historical events Use a timeline to apply the concept of cause and effect	Check off system for students use of performance on tasks  Student Self-Assessment and Reflection Graphic organizers  Interactive Notebook  Lesson checks for understanding  Exit Tickets  Vocabulary studies  Suggested Summative Assessments:  Transfer tasks defined by the model unit, assessed with rubrics aligned to standards		
Unit Seven: Branches of Government (D. Timeline: 4 weeks	Unit Seven: Branches of Government (Delaware Model Unit) Timeline: 4 weeks				
Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].	Concepts Cause and effect Government Citizenship	Essential Questions: Why should the responsibilities and powers of government be divided? Why are checks and balances	Suggested Formative Assessments: Informal observation of student collaboration.  Participation in class discussions and		
<b>4-5a:</b> Students will understand that governments have a variety of structures and exist for many purposes and that in	Big Ideas Governments exist and are instituted for specific purposes and employ a variety of	important within the branches of government?  Learning Targets:	students performing parliamentary roles.  Student Self-Assessment and Reflection Graphic organizers		



Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
	Big Ideas	Student Learning Targets	
America these are explained in the United States and state constitutions	organizational structures to pursue their objectives. Constitutional democracy	Categorize and describe the specific purpose, power, and responsibilities of each branch of the United States	Interactive Notebook
<b>4-5b</b> : Students will understand that the	attempts to balance individual freedom with the needs of the	government	Lesson checks for understanding
United States government is divided into executive, legislative, and judicial branches, each with specific	society as a whole. American citizens need a basic	Use current events, political	Exit Tickets
responsibilities and powers.	understanding of the structure of different forms of government	cartoons, and other sources to make reasoned decisions, explanations, and	Vocabulary studies
	and a detailed knowledge of a constitutional democracy.	conclusions	Suggested Summative Assessments: Transfer tasks defined by the model unit,
	The United States government is made up of three branches, executive, legislative, and	Work cooperatively to construct predictions and solutions to solve problems	assessed with rubrics aligned to standards
	judicial, each with specific responsibilities and powers.		
Unit Eight: Our Community Profiles an Timeline: 4 weeks	d Connections (Delaware Model U	Jnit)	
Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other	Concepts Diversity of places Connections	Essential Questions: How and why are places similar or different?	Suggested Formative Assessments: Informal observation of student collaboration.
geo-graphics [Maps].	Big Ideas Communities are different and that the differences can be	How do people here travel within the community?	Participation in class discussions and students performing parliamentary roles.
<b>4-5a:</b> Students will demonstrate development of mental maps of Delaware and of the United States which	described in quantitative and qualitative ways.	How and why do they normally travel to other distant places, and how do people transport goods into	Check off system for students use of performance on tasks
include the relative location and characteristics of major physical features, political divisions, and human	Individuals and groups living in places make decisions that alter	and out of the community?	Student Self-Assessment and Reflection Graphic organizers
settlements.	the landscape and the lives of people who live there. Transportation choices are a	What are the consequences of the transportation choices people make?	Interactive Notebook
Geography Standard Four	good example of this.	Learning Targets:	Lesson checks for understanding
Students will develop an understanding of the character and use of regions and		Identify sources of useful data, gather information, organize it in	Exit Tickets



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
the connections between and among them [REGIONS].		useful form, and analyze their findings to answer geographic questions	Vocabulary studies
<b>4-5a:</b> Students will be able to apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions.			Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards

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Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments		
Unit One: Interpreting the Past-Dueling Documents (Delaware Model Unit) Timeline: 3 weeks					
History Standard Two: Students will	Concepts	<b>Essential Questions:</b>	Suggested Formative Assessments:		
gather, examine, and analyze historical data [Analysis].	Interpretation	Why are there different explanations of the same event in history?	Informal observation of student collaboration.		
<b>4-5a:</b> Students will identify artifacts and	Point of view		Participation in class discussions and		
documents as either primary or secondary sources of historical data from which	Evidence	How do primary and secondary sources present events differently?	students performing skits and pre-defined roles.		
historical accounts are constructed.	Primary sources	<b>Learning Targets:</b>	Check off system for students use of		
History Standard Three Students will interpret historical data	Secondary sources	Employ historical thinking in their analyses of historical materials.	performance on tasks		
[Interpretation].	Big Ideas	Write about an event from a different	Student Self-Assessment and Reflection		
<b>4-5a:</b> Students will explain why	Accounts of the past may differ because people have different	point of view.	Interactive Notebook		
historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or	points of view and base their interpretations on different	Draw inferences from a timeline.	Lesson checks for understanding		
the point-of-view of the author.	evidence.	Critically evaluate historical evidence.	Exit Tickets		
	The basic sources of history are the documents and artifacts	Weigh and provide evidence in	Vocabulary studies		
	created in the past, which provide direct evidence of	support of a historical interpretation.	Completion of graphic organizers		
	historical phenomena.	Corroborate and refute different types of evidence.	Checks for understanding		
		Differentiate between primary and secondary sources.	Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards		
		Articulate the difference and usefulness of primary and secondary sources.			

Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
	Big Ideas	Student Learning Targets	
Unit Two: Reasons for Banks			
Timeline: 3 weeks		T (10 ()	
Economics Standard Two Students will examine the interaction of	Concepts Interdependence	Essential Questions:	Suggested Formative Assessments: Informal observation of student
individuals, families, communities,	Interdependence	Why are banks necessary for an	collaboration.
businesses, and governments in a market	Big Ideas	economy?	Conadoration.
economy [Macroeconomics].	A nation's overall levels of		Participation in class discussions and
economy [waeroeconomics].	income, employment, and	How might a bank affect a	students performing skits and pre-defined
<b>4-5a:</b> Students will understand the role of	prices are determined by the	community?	roles.
banks in the economy.	interaction of spending and		Total
, ·	production decisions made by	Learning Targets:	Check off system for students use of
	all households, firms,	Understand multiple causes and use	performance on tasks
	government, and trading	information to predict likely effects	
	partners.	Use social studies materials and	Student Self-Assessment and Reflection
	1	knowledge as evidence to solve	
	Because of interdependence,	problems and to make and support	Interactive Notebook
	decisions made by consumers,	reasoned decisions, explanations,	
	producers, and government	conclusions, or predictions	Lesson checks for understanding
	impact a nation's standard of	concrasions, or predictions	
	living.	Explain the reasoning used in	Exit Tickets
		making decisions or predictions,	X7 1 1 1'
	Market economies are	solving problems, and drawing	Vocabulary studies
	dependent on the creation and	conclusions	Completion of graphic organizers
	use of money and a monetary		Completion of graphic organizers
	system to facilitate change.		Checks for understanding
	system to furnitude enange.		Checks for understanding
			Suggested Summative Assessments:
			Transfer tasks defined by the model unit,
			assessed with rubrics aligned to standards
			6
Unit Three: Delaware's Mock Election (I	Delaware Model Unit)		
Timeline: 3 weeks	,		
Civics Standard Four	Concepts	Essential Questions:	Suggested Formative Assessments:
Students will develop and employ the	Citizenship	For whom should I vote? Why?	Informal observation of student
civic skills necessary for effective,	•		collaboration.
participatory citizenship [Participation].	Public policy	What is most important to me when I	
			Participation in class discussions and



Standards Alignment	Unit Concept	Essential Questions	Assessments
Standards Angiment	Big Ideas	Student Learning Targets	Assessments
<b>4-5a:</b> Students will understand that, in order to select effective leaders, citizens	Big Ideas  Effective citizens can research	make this decision?	students performing skits and pre-defined roles.
have to become informed about candidates' qualifications and the issues of the day.	issues, form reasoned opinions, support their positions, and engage in the political process.	How do I find out what a candidate thinks about the issues of the day?	Check off system for students use of performance on tasks
	Effective governance requires	Learning Targets: Exercise sound reasoning in	Student Self-Assessment and Reflection
	responsible participation from diverse individuals who	understanding and making complex choices.	Interactive Notebook
	translate beliefs and ideas into lawful action and policy.	Act responsibly with the interests of	Lesson checks for understanding
		the larger community in mind.	Exit Tickets
			Vocabulary studies
			Completion of graphic organizers
			Checks for understanding
			Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
Unit Four: Thinking Economically (Dela	ware Model Unit)		
Timeline: 4 weeks	ŕ		
<b>Economics Standard One:</b> Students will analyze the potential costs and benefits of personal economic choices in a market	<u>Concepts</u> Trade	Essential Questions: Under what conditions does international trade occur?	Suggested Formative Assessments: Informal observation of student collaboration.
economy [Microeconomics].	Interdependence	How does international trade take place?	Participation in class discussions and students performing skits and pre-defined
<b>4-5a:</b> Students will understand that the prices in a market economy are	Specialization	How does international trade affect	roles.
determined by the interaction of supply and demand, with governments	Standard of Living	standards of living?	Check off system for students use of performance on tasks
intervening to deal with market failures.	Big Ideas Individuals and nations trade	Learning Targets: Analyze the costs and benefits of	Student Self-Assessment and Reflection
<b>4-5b:</b> Students will understand that	when all parties expect to gain.	international trade.	



Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
	Big Ideas	Student Learning Targets	
consumers and producers make economic			Interactive Notebook
choices based on supply, demand, access	Nations with different	Use content-appropriate vocabulary.	
to markets, and the actions of government	economic systems often		Lesson checks for understanding
	specialize and become	Analyze data to explain how	
Economics Standard Four	interdependent as a result of	international trade creates	Exit Tickets
Students will examine the patterns and	international trade.	interdependence.	
results of international trade [International			Vocabulary studies
trade].			
			Completion of graphic organizers
<b>4-5a:</b> Students will demonstrate how			
international trade links countries around			Checks for understanding
the world and can improve the economic			
welfare of nations.			<b>Suggested Summative Assessments:</b>
			Transfer tasks defined by the model unit,
Geography Standard Three:			assessed with rubrics aligned to standards
Students will develop an understanding of			
the diversity of human culture and the			
unique nature of places [Places].			
<b>4-5a:</b> 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			
Officed States			
Unit Five: Bill of Rights (Delaware Mode	   Unit)		
Timeline: 3 weeks	i Cint)		
Civics Standard Three	Concepts	<b>Essential Questions:</b>	Suggested Formative Assessments:
Students will understand the	Citizenship	Why are the rights in the Bill of	Informal observation of student
responsibilities, rights, and privileges of	r r	Rights important to American	collaboration.
United States citizens [Citizenship].	Big Ideas	citizens?	
	Effective citizens are		Participation in class discussions and
<b>4-5a:</b> Students will identify the	committed to protecting rights	Why are the rights of American	students performing parliamentary roles.
fundamental rights of all American	for themselves, other citizens,	citizens limited?	
citizens as enumerated in the Bill of	and future generations by		Check off system for students use of
Rights.	upholding their civic	How is the Bill of Rights applied in	performance on tasks
	responsibilities and are aware	everyday life?	
<b>4-5b:</b> Students will apply the protections	of the potential consequences		Student Self-Assessment and Reflection



Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
	Big Ideas	Student Learning Targets	
guaranteed in the Bill of Rights to an analysis of everyday situations.	of inaction.  Distinctions between a citizen's	Learning Targets: Discriminate between situations where rights are relatively clear and	Interactive Notebook
	rights, responsibilities, and privileges help to define the	secure and situations where they are not.	Lesson checks for understanding
	requirements and limits of personal freedom.	Understand multiple causes and use	Exit Tickets
	personal freedom.	information to predict likely effects.	Vocabulary studies
		Use content-appropriate vocabulary in order to communicate	Completion of graphic organizers
		understanding of Civics content and concepts.	Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
		Use Civics content and concepts as evidence to solve problems and to	assessed with fublics anglied to standards
		make and support reasoned	
		decisions, explanations, conclusions,	
		or predictions.	
Unit Six: Due Process (Delaware Model Unit Six: Delaware Mo	Unit)		
Civics Standard Two	Concepts	Essential Questions:	Suggested Formative Assessments:
Students will understand the principles	Government	What is due process and how does it protect individuals?	Informal observation of student collaboration.
and ideals underlying the American political system [Politics].	Due process	protect marviduals:	Conaboration.
pontical system [Fontics].	Bue process	How am I protected from those with	Participation in class discussions and
<b>4-5a:</b> Students will understand that the	Big Ideas	authority over me?	students performing skits and pre-defined
principle of "due process" means that the	The principles and ideals		roles.
government must follow its own rules	underlying American	How does the Bill of Rights attempt	
when taking actions against a citizen.	democracy are designed to promote the freedom of the	to honor the principle of due process?	Check off system for students use of performance on tasks
	American people.	process?	performance on tasks
	l menoum people.	Why should a government obey the	Student Self-Assessment and Reflection
	Due process protects American	laws it makes?	
	citizens by requiring the		Interactive Notebook
	government to pass and follow	Learning Targets:	I accomplished for an instance in the
	fair laws and to treat people	Understand that the principle of "due	Lesson checks for understanding



Standards Alignment	Unit Concept	Essential Questions	Assessments
	Big Ideas	Student Learning Targets	
	fairly	process" means that the government	
		must follow its own rules when	Exit Tickets
		taking actions against a citizen.	
			Vocabulary studies
		Discriminate between situations	
		where due process has protected	Completion of graphic organizers
		American citizens and situations	
		where citizens were not protected.	Checks for understanding
		Use content-appropriate vocabulary in order to communicate understanding of Civics content and concepts.	Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
		Understand multiple causes and use information to predict likely effects.	
		Use Civics content and concepts as evidence to solve problems and to make and support reasoned decisions, explanations, conclusions, or predictions.	
Unit Seven: Delaware Now and Then Timeline: 6 weeks			
Geography Standard One: Students will	A mental map is the picture in	<b>Essential Questions:</b>	Suggested Formative Assessments:
develop a personal geographic	a person's head of a city, state,	How had Delaware's economy	Informal observation of student
framework, or "mental map," and	or country and helps us	shifted in the past 200 years?	collaboration.
understand the uses of maps and other	understand local and national	sinited in the past 200 years.	
geo-graphics [MAPS].	events.	What has caused the shift in	Participation in class discussions and
8. 8. 4	0.0000	Delaware?	students performing parliamentary roles.
4-5a: Students will demonstrate	A mental map helps us to make		81
development of mental maps of Delaware	sense of the world because it	How has this shift mirrored similar	Check off system for students use of
and of the United States which include the	includes information about the	economic shifts in United States	performance on tasks
relative location and characteristics of	features of the area.	history?	Student Self-Assessment and Reflection
major physical features, political			
divisions, and human settlements.	Economic systems may change over time with the development	What national social and political events have influences the shifting	Interactive Notebook



Standards Alignment	Unit Concept	Essential Questions	Assessments
Standards ringiment	Big Ideas	Student Learning Targets	TISSESSITE I CO
History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].  4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:  Native American inhabitants before European contact  Exploration and settlement (1609-1775)  From the First State to the Civil War (1776-1865)  Growth of commerce, industry, transportation, and agriculture (1865-1945)  Modern Delaware (1945-present)	of cities and in response to social and political forces.	economies of Delaware and the United States?  Learning Targets: Draw a freehand picture of Delaware today and from 200 years ago.  Label both of the freehand drawings with natural, man-made, political, and economic features.  Label both of the freehand drawings with natural, man-made, political, and economic features.  Explain why the first settlers came to Delaware.  Describe the role of Delaware in the American Revolution.  Create a timeline of Delaware's history, noting the most important events in Delaware history.  Trace Delaware's development of commerce and industrial development over time.	Lesson checks for understanding Exit Tickets Vocabulary studies  Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
Unit Eight: Thinking Geographically Timeline: 4 weeks		1	1
Geography Standard Three	Concepts:	Essential Questions	Informal observation of student
Students will develop an understanding of	Human Choice	Why is a place founded where it is?	collaboration.
the diversity of human culture and the	Spatial Thinking	Why might those reasons change?	Participation in class discussions and
unique nature of places [PLACES].	Chronology	To what extent are human	students performing skits and pre-defined roles.
<b>4-5a:</b> Students will understand the	Big Ideas	settlements connected?	
reasons for the locations of human	Places are unique associations	setucinents connected?	Check off system for students use of



Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
Standar us ringiment	Big Ideas	Student Learning Targets	TASSESSITETES
activities and settlements and the routes	of natural environments and	<u>Learning Targets</u>	performance on tasks
connecting them in Delaware and the United States.	human cultural modifications.	identify benefits of settling in a particular place, including the aspects of site and situation.	Student Self-Assessment and Reflection
	Concepts of site and situation can explain the uniqueness of places. As site or situation	infer how and why communities have changed over time.	Interactive Notebook
	change, so also does the character of a place.	explain how and why settlements are	Lesson checks for understanding
	_	connected.	Exit Tickets
	Human settlements are connected in a multitude of ways.		Vocabulary studies
	ways.		Completion of graphic organizers
			Checks for understanding
			Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
Unit Nine: Ecosystems Timeline: 5 weeks	,		
Geography Standard Two	Concepts	<b>Essential Questions</b>	Suggested Formative Assessments:
Geography Standard Two: Students will	Interdependence	How does human society alter and	Informal observation of student
develop a knowledge of the ways humans	Ecosystems	affect the physical environment?	collaboration.
modify and respond to the natural			Participation in class discussions and
environment [ENVIRONMENT].	Big Ideas	Learning Targets	students performing skits and pre-defined
	Physical environments found in	Gather information from maps,	roles.
<b>4-5a:</b> Students will apply a knowledge of	different parts of Delaware and	photos and text to build a knowledge	
topography, climate, soils, and vegetation	the United States support a	of ecosystems of Delaware.	Check off system for students use of
of Delaware and the United States to	variety of ecosystems.		performance on tasks
understand how human society alters, and		Gather information from maps,	
is affected by, the physical environment.	The physical environment	photos and text to build knowledge	Student Self-Assessment and Reflection
	affects human activities.	of the environment and problems	
		facing the Chesapeake Bay & other	Interactive Notebook
	Human activity alters or	key watersheds found in the U.S.	
	impacts the physical		Lesson checks for understanding
	environment.	Use deductive reasoning to	



Standards Alignment	Unit Concept	<b>Essential Questions</b>	Assessments
	Big Ideas	Student Learning Targets	
		determine how humans are affecting	Exit Tickets
		the environment.	
			Vocabulary studies
		Observe, record, and analyze data in	
		order to draw conclusions.	Completion of graphic organizers
			Checks for understanding
			Suggested Summative Assessments: Transfer tasks defined by the model unit, assessed with rubrics aligned to standards