

## **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.

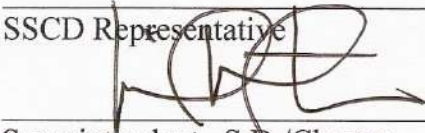
Coalition Leadership – SSCD leadership shall be administered by an Executive Committee and directed by the Board. An Executive Secretary and two chairpersons shall be elected by the voting members of the Steering Committee to a two year, staggered term without remuneration and will coordinate the Coalition's 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.

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### **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 Mapleton Charter School at Whitehall

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<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.



# Curriculum Framework Social Studies

School: Mapleton

Curricular Tool: DE Social Studies Coalition

Grade: Kindergarten

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Maps and Globes (Delaware Model Unit)</b> <b>Timeline : 4 weeks</b>			
<b>Geography Standard One</b> Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].  <b>K-3a:</b> Students will understand the nature and uses of maps, globes, and other geo-graphics.	<b>Concepts</b> Mental maps Spatial thinking  <b>Big Ideas</b> 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.	<b>Essential Questions:</b> How can words, models, and graphics help us learn about the world?  <b>Learning Targets:</b> Use and interpret positional vocabulary effectively.  Create and interpret models, diagrams, maps, and globes.	<b>Suggested Formative Assessments:</b> 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  <b>Suggested Summative Assessments:</b> Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
<b>Unit Two: Maps as Tools</b> <b>Timeline: 2 weeks</b>			
<b>Geography Standard One</b> Students will develop a personal geographic framework, or "mental	<b>Big Ideas</b> Maps are tools.  Maps help people explore their world and communities.	<b>Essential Questions:</b> Why use a map?  Why do we need maps?	<b>Suggested Formative Assessments:</b> Questioning  Observation

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

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

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

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Six: Homes in My Community</b> <b>Timeline: 3 weeks</b>			
<b>Geography Standard Three:</b> Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].  <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.	<u><b>Big Ideas</b></u> Places are unique associations of natural environments and human cultural modifications.  Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.  To what extent are places different in culture and activity?  How might connections between places affect their size and complexity?	<u><b>Essential Questions:</b></u> Why are houses important?  What is special to you about your home?  Are houses around the world the same or different?  What is the difference between a home and a house?  <u><b>Learning Targets:</b></u> Identify how people live in different locations around the world.	<u><b>Suggested Formative Assessments:</b></u> Observation  Questioning  Practice Questioning  Discussion  Learning Logs  Response Cards  Think-Pair-Share  Interactive Word Walls  <u><b>Suggested Summative Assessments:</b></u> Transfer tasks defined by the model unit, assessed with rubrics aligned to standards

# Curriculum Framework Social Studies

School: Mapleton

Curricular Tool: DE Social Studies Coalition

Grade: 1

Teacher: \_\_\_\_\_

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



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

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

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>communities (monuments, parks, public buildings and places)</p> <p>Communities celebrate holidays</p> <p>Communities/people affect the environment</p> <p>Communities have rules and laws</p> <p>Communities provide services to families</p> <p>People in communities rely on each other for goods and services</p> <p>There are natural and manmade resources in communities.</p>	<p>provides families.</p> <p>Locate their town, state, and country on maps and globes.</p> <p>Identify important places within the community.</p>	
<b>Unit Five: Maps and Globes (Delaware Model Unit)</b> <b>Timeline: 3 weeks</b> 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.			
<b>Geography Standard One:</b> Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].  <b>K-3a:</b> Students will understand the nature and uses of maps, globes, and other geo-graphics.	<b>Concepts</b> Mental maps Spatial thinking  <b>Big Ideas</b> 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	<b>Essential Questions:</b> How can words, models, and graphics help us learn about the world?  <b>Learning Targets:</b> Use and interpret positional vocabulary effectively.  Create and interpret models, diagrams, maps, and globes.	<b>Suggested Formative Assessments:</b> 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

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	diagrams are ways of representing the world.		<b><u>Suggested Summative Assessments:</u></b> Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
<b>Unit Six: Role of a Leader (Delaware Model Unit)</b> <b>Timeline: 2 weeks</b>			
<p><b>Civics Standard One:</b> Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p> <p><b>K-3a:</b> Students will understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.</p>	<p><b><u>Concepts</u></b> Elections Representation</p> <p><b><u>Big Ideas</u></b> Elections are a means of democracy, thus they serve the purpose of democracy, which is to constrain government to serve the people.</p> <p>Representatives wear two hats. First, they are expected to vote the way the majority of their constituents want them to vote on an issue. The other hat often contradicts the first; they are 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.</p>	<p><b><u>Essential Questions</u></b> Should leaders be elected?</p> <p>How should an elected official represent the interests of the people?</p>	<p><b><u>Suggested Formative Assessments:</u></b> Student Self-Assessment and Reflection</p> <p>Interactive Notebook</p> <p>Participation in class discussions</p> <p>Partner Work</p> <p>Timeline indicating student's favorite activities during the school day and when they occur.</p> <p>Sequencing Timeline</p> <p><b><u>Suggested Summative Assessments:</u></b> Transfer tasks defined by the model unit, assessed with rubrics aligned to standards</p>
<b>Unit Seven: The Community<sup>1</sup></b> <b>Timeline: 3 weeks</b>			
<p><b>Civics Standard One:</b> Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p>	<p>People in communities conserve resources (recycling, etc.)</p> <p><b>Citizenship and Community:</b> People are citizens of a community, city, state, and nation</p>	<p><b><u>Essential Questions:</u></b> How do I show respect to my community?</p> <p>What are my duties as a citizen?</p> <p>How do those duties change as I get</p>	<p><b><u>Suggested Formative Assessments:</u></b> Informal observation of student skits.</p> <p>Participation in class discussions</p> <p>Check off system for students use of</p>

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



# Curriculum Framework Social Studies

School: Mapleton

Curricular Tool: DE Social Studies Coalition

Grade: 2

Teacher: \_\_\_\_\_

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

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

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>communities develop</p> <p>Environmental and financial factors influence the lifestyles of community residents (schools, buildings, sports and recreation facilities, extreme weather preparation)</p>		
<b>Unit Three: How Do We Know About Long Ago? (Delaware Model Unit)</b> <b>Timeline: 3 weeks</b>			
<p><b>History Standard Two</b> Students will gather, examine, and analyze historical data [<b>Analysis</b>].</p> <p><b>K-3a:</b> Students will use artifacts and documents to gather information about the past.</p> <p><b>History Standard Three</b> Students will interpret historical data [<b>Interpretation</b>].</p> <p><b>K-3a:</b> Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.</p>	<p><b>Concepts:</b> Inferences and interpretations</p> <p><b>Big Ideas:</b> 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.</p> <p>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.</p>	<p><b>Essential Questions:</b> 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?</p> <p><b>Learning Targets:</b> Define and provide an example of an artifact, document, inference, past, evidence, inference.</p> <p>Draw inferences from artifacts and documents.</p>	<p><b>Suggested Formative Assessments:</b> Informal observation of student collaboration.</p> <p>Participation in class discussions and skits/roles.</p> <p>Check off system for students use of performance on tasks</p> <p>Student Self-Assessment and Reflection</p> <p>Interactive Notebook</p> <p>Lesson checks for understanding</p> <p>Exit Tickets</p> <p><b>Suggested Summative Assessments:</b> Transfer tasks defined by the model unit, assessed with rubrics aligned to standards</p>
<b>Unit Four: Native Americans- Lenni Lenape Tribe</b> <b>Timeline: 4 weeks</b>			
<p><b>Geography Standard Two:</b> Students will develop a knowledge of the ways humans modify and respond to the natural environment [<b>ENVIRONMENT</b>].</p>	<p><b>Concepts</b> Geographic features of Delaware</p> <p>Important bodies of water,</p>	<p><b>Essential Questions:</b> How did Native Americans influence the development of Delaware?</p>	<p><b>Suggested Formative Assessments:</b> Informal observation of student skits.</p> <p>Participation in class discussions</p>

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

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





# Curriculum Framework Social Studies

School: Mapleton

Curricular Tool: DE Social Studies Coalition

Grade: 3

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Citizenopoly (DDOE Model Unit)</b> <b>Timeline : 3 weeks</b>			
<b>Civics Standard Three:</b> Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].  <b>K-3a:</b> Students will understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).	<u><b>Concepts:</b></u> Responsibilities, Rights, and Privileges  Individual Freedoms and Liberties  <u><b>Big Ideas:</b></u> Effective citizens are 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.  Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.	<u><b>Essential Questions:</b></u> What is the nature of a privilege?  What do you have to do to earn or lose a privilege?  What is the relationship between my rights and my responsibilities?  <u><b>Learning Targets:</b></u> Define and distinguish between responsibilities, rights, and privileges and the distinctions between them.  Identify examples of responsibilities, rights, and privileges.  Explain why effective citizens are 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	<u><b>Suggested Formative Assessments:</b></u> Observation Questioning (adult and student initiated) Discussion (between peers and with adults) Talking Point Checklists Bumper Sticker Summaries GIST Statements Self Assessments Rapid-fire brainstorm Collaborative Activities Quick Checks (e.g., <i>entrance and exit cards</i> ) Summarizing Graphic Organizers Response Cards Interactive Word Walls  <u><b>Suggested Summative Assessments:</b></u> 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
		<p>freedoms and liberties.</p> <p>Explain what citizens must do to earn privileges and what they must do to lose privileges.</p>	
<b>Unit Two: Fall Expedition “How Do We Get Money From a Stone?”</b> <b>Timeline: 3 weeks</b>			
<p><b>Economics Standard Two:</b> Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [<b>Macroeconomics</b>].</p> <p><b>K-3a:</b> Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.</p> <p><b>Economics Standard Three:</b> Students will understand different types of economic systems and how they change [<b>Economic systems</b>].</p> <p><b>K-3a:</b> Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.</p>	<p><b><u>Big Ideas</u></b></p> <p>The surface of Earth is constantly changing and no feature on Earth is permanent.</p> <p>Humans use the features of the Earth to their advantage.</p> <p>Earth operates in cycles creating natural resources</p> <p>Rocks and Minerals are important aspects of the Earth’s resources.</p> <p>The use of energy sources impacts our environment.</p>	<p><b><u>Essential Questions:</u></b></p> <p>How do natural resources stimulate the economy of a community or region?</p> <p>How are natural resources converted to money?</p> <p>Who owns the natural resources of a community or region?</p> <p>Why are natural resources important to save?</p> <p><b><u>Learning Targets:</u></b></p> <p>Define and give examples of climates and landforms in and around Delaware, the Northeast, and North America.</p> <p>Define and give examples of natural resources in and around Delaware, the Northeast, and North America.</p> <p>Explain how natural resources can impact the economy of a community.</p>	<p><b><u>Suggested Formative Assessments:</u></b></p> <p>Observation</p> <p>Questioning (adult and student initiated)</p> <p>Discussion (between peers and with adults)</p> <p>Talking Point Checklists</p> <p>Bumper Sticker Summaries</p> <p>GIST Statements</p> <p>Self Assessments</p> <p>Rapid-fire brainstorm</p> <p>Collaborative Activities</p> <p>Quick Checks (e.g., <i>entrance and exit cards</i>)</p> <p>Summarizing</p> <p>Graphic Organizers</p> <p>Response Cards</p> <p>Interactive Word Walls</p> <p><b><u>Suggested Summative Assessments:</u></b></p> <p>Transfer tasks defined by the model unit, assessed with rubrics aligned to standards</p>

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

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



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

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

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

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

## Curriculum Framework Social Studies

School: Mapleton

Curricular Tool: DE Social Studies Coalition

Grade: 4

Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Liberty and Citizenship (Delaware Model Unit)</b> <b>Timeline: 3 weeks</b>			
<b>Civics Standard Two</b> Students will understand the principles and ideals underlying the American political system [Politics].  <b>4-5b:</b> 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.	<u><b>Concepts</b></u> Liberty  Citizenship  <u><b>Big Ideas</b></u> The principles and ideals underlying American democracy are designed to promote the freedom of the American people.	<u><b>Essential Questions:</b></u> What makes a good citizen? How do I know if I am one?  What happens if enough people are not good citizens?  How does the Statue of Liberty symbolize the ideal of individual liberty?  How does volunteering demonstrate civic responsibility?  <u><b>Learning Targets:</b></u> Exercise personal responsibility and flexibility in personal, workplace, and community contexts  Act responsibly with the interests of the larger community in mind  Demonstrate ethical behavior in personal, workplace and community contexts	<u><b>Suggested Formative Assessments:</b></u> Informal observation of student collaboration.  Participation in class discussions and students performing parliamentary roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Lesson checks for understanding  Exit Tickets  Vocabulary studies  <u><b>Suggested Summative Assessments:</b></u> Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
<b>Unit Two: Democratic Methods (Delaware Model Unit)</b> <b>Timeline: 3 weeks</b>			
<b>Civics Standard Four</b> Students will develop and employ the	<u><b>Concepts</b></u> Citizenship	<u><b>Essential Questions:</b></u> Why should groups choose to make	<u><b>Suggested Formative Assessments:</b></u> Informal observation of student



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

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		application of technology Explain the advantages and disadvantages of different methods of distribution Discern between three types of economic systems	Lesson checks for understanding Exit Tickets Vocabulary studies <b><u>Suggested Summative Assessments:</u></b> Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
<b>Unit Four: Thinking Chronologically (Delaware Model Unit)</b> <b>Timeline: 4 weeks</b>			
<b>History Standard One</b> Students will employ chronological concepts in analyzing historical phenomena [Chronology].  <b>4-5a:</b> 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.  <b>History Standard Two</b> Students will gather, examine, and analyze historical data [Analysis].  <b>4-5b:</b> Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.	<b><u>Concepts</u></b> Patterns Chronology Cause and effect  <b><u>Big Ideas</u></b> History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.  The questions a historian chooses to guide historical research will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.  A historian must prove where the information can be found	<b><u>Essential Questions:</u></b> To what extent does one event <i>always</i> lead to another event?  How might organizing a chronology in a timeline help us understand to what extent one event leads to another event?  How do cause and effect help us understand to what extent one event leads to another event?  How should historical sources be used to look for change?  <b><u>Learning Targets:</u></b> Use time frame devices such as a timeline and story map to create a chronology.  Use a timeline to apply the concept of cause and effect.  Trace an activity or idea over a long	<b><u>Suggested Formative Assessments:</u></b> Informal observation of student collaboration.  Participation in class discussions and students performing parliamentary roles.  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  <b><u>Suggested Summative Assessments:</u></b> 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
	that is the basis for historical conclusions.	period and explain why changes took place.  Develop, implement, and communicate new ideas to others.	
<b>Unit Five: Developing Mental Maps</b> <b>Timeline: 3 weeks</b>			
<b>Geography Standard One</b> Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].  <b>4-5a:</b> Students will demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.	<u><b>Concepts</b></u> Patterns Spatial Thinking  <u><b>Big Ideas</b></u> Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples.  Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close.  The ways mapped patterns are analyzed and used help solve societal problems.  Maps can be used to distort or introduce bias into the information they portray.	<u><b>Essential Questions</b></u> Why does <i>where</i> matter? To what extent are mental maps of different scales linked? To what extent are human settlements connected?  <u><b>Learning Targets</b></u> Identify the location of land and water features, political divisions, and human settlements on a map of Delaware and its surrounding area based on their mental maps.  Sketch a relatively accurate representation of the United States of America based on their mental maps, including at least two of each of the following: land features, water features, political divisions, and human settlements.	<u><b>Suggested Formative Assessments:</b></u> Informal observation of student collaboration.  Participation in class discussions and students performing parliamentary roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Lesson checks for understanding  Exit Tickets  Vocabulary studies  <u><b>Suggested Summative Assessments:</b></u> 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
<b>Unit Six: The American Revolution</b> <b>Timeline: 4 weeks</b>			
<p><b>History Standard One 4-5a:</b> 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.</p> <p><b>CCSS for Reading Informational Text</b></p> <p>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.</p> <p><b>CCSS for Writing</b></p> <p>Grade 4 students write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Grade 4 students conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>Concepts</b></p> <p>Chronology Cause and Effect</p> <p><b>Big Ideas</b></p> <p>A historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from available resources.</p>	<p><b>Essential Questions</b></p> <p>How can we use historical materials to understand cause-and-effect relationships?</p> <p><b>Learning Targets</b></p> <p>Define chronology, cause-and-effect</p> <p>Describe the events that led to the American Revolution</p> <p>Identify the battles that resulted in American independence</p> <p>Retell the principles and grievances in the Declaration of Independence</p> <p>Use a timeline to create a chronology of historical events</p> <p>Use a timeline to apply the concept of cause and effect</p>	<p><b>Suggested Formative Assessments:</b></p> <p>Informal observation of student collaboration.</p> <p>Participation in class discussions and students performing parliamentary roles.</p> <p>Check off system for students use of performance on tasks</p> <p>Student Self-Assessment and Reflection Graphic organizers</p> <p>Interactive Notebook</p> <p>Lesson checks for understanding</p> <p>Exit Tickets</p> <p>Vocabulary studies</p> <p><b>Suggested Summative Assessments:</b></p> <p>Transfer tasks defined by the model unit, assessed with rubrics aligned to standards</p>
<b>Unit Seven: Branches of Government (Delaware Model Unit)</b> <b>Timeline: 4 weeks</b>			
<p><b>Civics Standard One:</b> Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].</p> <p><b>4-5a:</b> Students will understand that governments have a variety of structures and exist for many purposes and that in</p>	<p><b>Concepts</b></p> <p>Cause and effect Government Citizenship</p> <p><b>Big Ideas</b></p> <p>Governments exist and are instituted for specific purposes and employ a variety of</p>	<p><b>Essential Questions:</b></p> <p>Why should the responsibilities and powers of government be divided?</p> <p>Why are checks and balances important within the branches of government?</p> <p><b>Learning Targets:</b></p>	<p><b>Suggested Formative Assessments:</b></p> <p>Informal observation of student collaboration.</p> <p>Participation in class discussions and students performing parliamentary roles.</p> <p>Student Self-Assessment and Reflection Graphic organizers</p>

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

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>the connections between and among them [REGIONS].</p> <p><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.</p>		<p>useful form, and analyze their findings to answer geographic questions</p>	<p>Vocabulary studies</p> <p><b><u>Suggested Summative Assessments:</u></b> Transfer tasks defined by the model unit, assessed with rubrics aligned to standards</p>

# Curriculum Framework Social Studies

School: Mapleton

Curricular Tool: DE Social Studies Coalition

Grade: 5

Teacher: \_\_\_\_\_

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



Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Two: Reasons for Banks</b> <b>Timeline: 3 weeks</b>			
<b>Economics Standard Two</b> Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].  <b>4-5a:</b> Students will understand the role of banks in the economy.	<u><b>Concepts</b></u> Interdependence  <u><b>Big Ideas</b></u> A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners.  Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living.  Market economies are dependent on the creation and use of money and a monetary system to facilitate change.	<u><b>Essential Questions:</b></u> Why are banks necessary for an economy?  How might a bank affect a community?  <u><b>Learning Targets:</b></u> Understand multiple causes and use information to predict likely effects  Use social studies materials and knowledge as evidence to solve problems and to make and support reasoned decisions, explanations, conclusions, or predictions  Explain the reasoning used in making decisions or predictions, solving problems, and drawing conclusions	<u><b>Suggested Formative Assessments:</b></u> Informal observation of student collaboration.  Participation in class discussions and students performing skits and pre-defined roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Lesson checks for understanding  Exit Tickets  Vocabulary studies  Completion of graphic organizers  Checks for understanding  <u><b>Suggested Summative Assessments:</b></u> Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
<b>Unit Three: Delaware's Mock Election (Delaware Model Unit)</b> <b>Timeline: 3 weeks</b>			
<b>Civics Standard Four</b> Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].	<u><b>Concepts</b></u> Citizenship  Public policy	<u><b>Essential Questions:</b></u> For whom should I vote? Why?  What is most important to me when I	<u><b>Suggested Formative Assessments:</b></u> Informal observation of student collaboration.  Participation in class discussions and

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

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

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
guaranteed in the Bill of Rights to an analysis of everyday situations.	of inaction.  Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.	<b><u>Learning Targets:</u></b> Discriminate between situations where rights are relatively clear and secure and situations where they are not.  Understand multiple causes and use information to predict likely effects.  Use content-appropriate vocabulary in order to communicate understanding of Civics content and concepts.  Use Civics content and concepts as evidence to solve problems and to make and support reasoned decisions, explanations, conclusions, or predictions.	Interactive Notebook  Lesson checks for understanding  Exit Tickets  Vocabulary studies  Completion of graphic organizers  <b><u>Suggested Summative Assessments:</u></b> Transfer tasks defined by the model unit, assessed with rubrics aligned to standards
<b>Unit Six: Due Process (Delaware Model Unit)</b> <b>Timeline: 3 weeks</b>			
<b>Civics Standard Two</b> Students will understand the principles and ideals underlying the American political system [Politics].  <b>4-5a:</b> Students will understand that the principle of “due process” means that the government must follow its own rules when taking actions against a citizen.	<b><u>Concepts</u></b> Government  Due process  <b><u>Big Ideas</u></b> The principles and ideals underlying American democracy are designed to promote the freedom of the American people.  Due process protects American citizens by requiring the government to pass and follow fair laws and to treat people	<b><u>Essential Questions:</u></b> What is due process and how does it protect individuals?  How am I protected from those with authority over me?  How does the Bill of Rights attempt to honor the principle of due process?  Why should a government obey the laws it makes?  <b><u>Learning Targets:</u></b> Understand that the principle of “due	<b><u>Suggested Formative Assessments:</u></b> Informal observation of student collaboration.  Participation in class discussions and students performing skits and pre-defined roles.  Check off system for students use of performance on tasks  Student Self-Assessment and Reflection  Interactive Notebook  Lesson checks for understanding

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

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<p><b>History Standard Four:</b> Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [<b>Content</b>].</p> <p><b>4-5a:</b> Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> <li>-- Native American inhabitants before European contact</li> <li>-- Exploration and settlement (1609-1775)</li> <li>-- From the First State to the Civil War (1776-1865)</li> <li>-- Growth of commerce, industry, transportation, and agriculture (1865-1945)</li> <li>-- Modern Delaware (1945-present)</li> </ul>	<p>of cities and in response to social and political forces.</p>	<p>economies of Delaware and the United States?</p> <p><b><u>Learning Targets:</u></b></p> <p>Draw a freehand picture of Delaware today and from 200 years ago.</p> <p>Label both of the freehand drawings with natural, man-made, political, and economic features.</p> <p>Label both of the freehand drawings with natural, man-made, political, and economic features.</p> <p>Explain why the first settlers came to Delaware.</p> <p>Describe the role of Delaware in the American Revolution.</p> <p>Create a timeline of Delaware's history, noting the most important events in Delaware history.</p> <p>Trace Delaware's development of commerce and industrial development over time.</p>	<p>Lesson checks for understanding</p> <p>Exit Tickets</p> <p>Vocabulary studies</p> <p><b><u>Suggested Summative Assessments:</u></b></p> <p>Transfer tasks defined by the model unit, assessed with rubrics aligned to standards</p>
<p><b>Unit Eight: Thinking Geographically</b> <b>Timeline: 4 weeks</b></p>			
<p><b>Geography Standard Three</b> Students will develop an understanding of the diversity of human culture and the unique nature of places [<b>PLACES</b>].</p> <p><b>4-5a:</b> Students will understand the reasons for the locations of human</p>	<p><b><u>Concepts:</u></b> Human Choice Spatial Thinking Chronology</p> <p><b><u>Big Ideas</u></b> Places are unique associations</p>	<p><b><u>Essential Questions</u></b> Why is a place founded where it is? Why might those reasons change?</p> <p>To what extent are human settlements connected?</p>	<p>Informal observation of student collaboration.</p> <p>Participation in class discussions and students performing skits and pre-defined roles.</p> <p>Check off system for students use of</p>

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



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		<p>determine how humans are affecting the environment.</p> <p>Observe, record, and analyze data in order to draw conclusions.</p>	<p>Exit Tickets</p> <p>Vocabulary studies</p> <p>Completion of graphic organizers</p> <p>Checks for understanding</p> <p><b><u>Suggested Summative Assessments:</u></b> Transfer tasks defined by the model unit, assessed with rubrics aligned to standards</p>