



**First State
Military
Academy**

Mailing address:
3 Shinnecock Road
Dover, DE 19904

302-734-4486

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December 14, 2012

Mr. Preston Shockley
Education Associate for Social Studies
Delaware Department of Education
John G. Townsend Building
401 Federal Street, Suite 2
Dover, DE 19901

Dear Mr. Shockley:

The Founding Board of the First State Military Academy is submitting a charter school application to open a high school in the fall of 2014 in Clayton, DE. It is the intention of the Founding Board that the school will join the Social Studies Coalition when it opens. The teachers will use the Social Studies Coalition developed units of instruction for grades 9-12, attend training as required, and fully implement social studies instruction as guided by the Social Studies Coalition and Delaware Social Studies Standards.

Sincerely,

C. Scott Kidner
Founding Board Chair
First State Military Academy

*A Delaware JROTC Charter High School
Incorporated 2011
www.firststatemilitaryacademy.org*

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 \$1500 by Sept. 30, 2011 to support Coalition actions beginning July 1, 2011 through June 30, 2012 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 students.

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 2011-2012 school year.
- Establish and implement an effective communications program.
- Take a leadership role in developing and overseeing a strategic plan for K-12 social studies education in Delaware.
- Promote partnerships among the K-12 public schools, higher education and the business community.

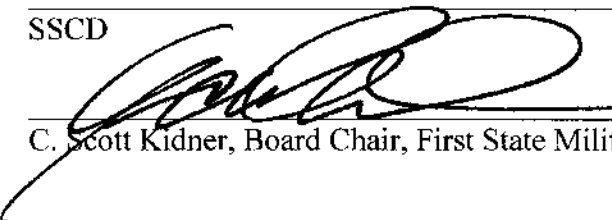
Coalition Leadership – SSCD leadership shall be administered by an Executive Committee and directed by the Board. An Executive Secretary and two chairpersons shall be elected by the voting members of the Steering Committee to a two year, staggered term without remuneration and will coordinate the Coalition's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

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

Signatures of Agreement – 2011 - 2012

SSCD

Date


C. Scott Kidner, Board Chair, First State Military Academy

Date

17 DEC 2012

Curriculum Framework: CaGE (Civis, Geography and ELA)

School: First State Military Academy Curricular Tools: DE Social Studies Coalition and Grade: 9 Teacher: _____
New Tech Network Project Library

The content of this curriculum map will be taught in a daily block of 90 minutes. Students will have CaGE every day for 90 minutes.

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>The full curriculum map for CaGE which articulates the integration of the Social Studies and English Language Arts concepts, standards, big ideas, essential questions, learning targets, and assessments is found on of Attachment 4-A in the ELA/Integrated Curriculum Maps section.</p> <p>Project One: The Rights of Citizens</p> <p>Project Two: Responsibilities of Citizenship</p> <p>Project Three: Project Citizen</p> <p>Project Four: Regional Planning</p>		

Curriculum Framework for Enhanced Economics

School: First State Military Academy

Curricular Tool: Economics: Concepts and Choices from Holt McDougal

Grade: 10

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Understanding Economics Timeline : 5 weeks			
<p>Economics Standard 1: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>1a-Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p> <p>Economics Standard 2: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>2a: Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.</p> <p>Economics Standard 3: Students will understand different types of economic systems and how they change [Economic systems].</p>	<p>Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers.</p> <p>Due to scarcity, individuals, families, communities, and societies as a whole, must make choices in their activities and consumption of goods and services.</p> <p>Because resources are scarce, societies must organize the production, distribution and allocation of goods and services.</p> <p>Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living.</p>	<p>Essential Questions:</p> <p>How can you think like an economist?</p> <p>Why can't you always get what you want?</p> <p>Who or what decides what you get?</p> <p>How does trade make people better off?</p> <p>Learning Targets:</p> <p>Students will investigate the tools and principals economists use to make sense of the world.</p> <p>Students will examine how scarcity requires people to make decisions that involve tradeoffs and opportunity costs.</p> <p>Students will learn about traditional, command, market, and mixed economies, as well as the characteristics of the American free enterprise system.</p> <p>Students examine how individuals and groups benefit when they</p>	<p>Suggested Formative Assessments:</p> <p>Main idea activities Vocabulary activities Quiz game Alternative assessment handbook Test practice handbook Critical thinking and extension activities Participation in oral class discussions</p> <p>Suggested Summative Assessment:</p> <p>Daily quizzes Chapter assessment Unit assessment</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
3a: Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.		specialize in producing and trading the goods for which they hold a comparative advantage.	
Unit Two: Market Economics at Work Timeline: 4 weeks			
<p>Economics Standard 1: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].</p> <p>1a-Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p> <p>Economics Standard 2: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>2a: Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.</p>	<p>Individuals, businesses, and governments must make choices when consuming and producing goods and services because the resources available to satisfy wants are limited.</p> <p>The “right” price is not only influenced by supply and demand, but also by an individual’s values and perspective.</p> <p>Because of interdependence, decisions made by consumers, producers, and government impact a nation’s standard of living.</p>	<p>Essential Questions: What are demand and supply, and what factors influence them?</p> <p>How do you know when the price is “right”?</p> <p>What happens when markets do not work perfectly?</p> <p>Learning Targets: Students will learn about market demand and supply and are introduced to market curves and the concept of elasticity.</p> <p>Students will experience how demand and supply determine price in a competitive market.</p> <p>Students will identify and apply the characteristics of market structures – perfect competition, monopoly, oligopoly, and monopolistic competition – to industry case studies.</p>	<p>Suggested Formative Assessments: Main idea activities Vocabulary activities Quiz game Alternative assessment handbook Test practice handbook Critical thinking and extension activities Participation in oral class discussions</p> <p>Suggested Summative Assessment: Daily quizzes Chapter assessment Unit assessment</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Three: Delaware Model Unit- Economic Stability Timeline: 4 weeks			
<p>Economics Standard 2: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>2a: Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.</p>	<p>A nation's overall level of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners.</p> <p>Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living.</p> <p>Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange.</p> <p>Economic instability affects the choices made by households, businesses, and government.</p>	<p><u>Essential Questions:</u></p> <p>Why is our economy interdependent?</p> <p>How can we determine the overall health of the economy?</p> <p>Why are market economies dependent on the creation and use of money and a monetary system to facilitate exchange?</p> <p>How might government policy decisions affect the stability of the economy?</p> <p>How do Federal Reserve decisions affect the stability of the economy?</p> <p>How does fiscal policy affect the stability of the economy?</p> <p><u>Learning Targets:</u></p> <p>Students will be able to analyze the effects of an event on the economy as a whole.</p> <p>Students will be able to analyze economic statistics and determine the health of the economy.</p> <p>Students will be able to explain how the Federal Reserve controls the money supply in order to achieve economic stability.</p>	<p>Culminating assessments associated with Delaware Model Unit.</p> <p>***Problem- The board of directors for an American manufacturing company wants to understand how the economy has affected company profits over the past 10 years and make predictions for the future.</p> <p>***Product/ Performance- As an economic adviser, it is your responsibility to research the last 10 years of economic conditions and present your findings to the board of directors. In this presentation you must include the following content:</p> <ul style="list-style-type: none"> •An overview of the trends over the last 10 years up to present day for each economic indicator (GDP, GDP per capita, inflation, unemployment, retail sales, and housing starts, and any other indicators that might affect the company you have selected) •An explanation of how these trends reflected conditions in the overall economy including any changes in the business cycle over that 10-year time period •A prediction of how the economic conditions would most likely affect an automobile manufacturer, either positively or negatively •Recommendations about what their company could do to maximize future sales considering the current economic

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Students will be able to explain how Congress and the President use taxing and spending to achieve economic stability</p> <p>Students will be able to recommend monetary and fiscal policy actions</p>	<p>statistics</p> <p>***Problem- The country is facing an economic crisis described by the following economic statistics:</p> <ul style="list-style-type: none"> • Unemployment Rate: ____ • Inflation Rate: ____ • GDP: ____ <p>***Product/ Performance- As a member of the Federal Reserve, you will be expected to present your recommendations to stabilize the national economy.</p>
Unit Four: Partners in American Economics Timeline: 4 weeks			
<p>Economics Standard 2: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>2a: Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.</p> <p>Economics Standard 3: Students will understand different types of economic systems and how they change [Economic systems].</p> <p>3a: Students will analyze the wide range of opportunities and</p>	<p>A person's spending is affected by the health of the economy, and the positioning of spending within the business cycle.</p> <p>Investing in human capital makes a person's labor more valuable and can increase the person's standard of living.</p> <p>Because resources are scarce, societies must organize the production, distribution, and allocation of goods and services.</p> <p>The choices and decisions for every economy are based on the goals of efficiency, equity, freedom, growth, security, and stability; to meet these goals with limited resources means trade-offs must be made.</p>	<p><u>Essential Questions:</u></p> <p>How should you spend, save, and invest your money?</p> <p>Why is it important to invest in your human capital?</p> <p>How should the U.S. government carry out its economic roles?</p> <p>Who and what should be taxed?</p> <p><u>Learning Targets:</u></p> <p>Students will explore the financial intuitions related to spending, saving, and investing.</p> <p>Students will examine trends in today's labor market, factors that influence wages, and the importance</p>	<p><u>Suggested Formative Assessments:</u></p> <p>Main idea activities Vocabulary activities Quiz game Alternative assessment handbook Test practice handbook Critical thinking and extension activities Participation in oral class discussions</p> <p><u>Suggested Summative Assessment:</u></p> <p>Daily quizzes Chapter assessment Unit assessment</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
consequences resulting from the current transitions from command to market economies in many countries.		of investing in human capital. Students will identify and evaluate the economic roles of the United States government. Students will examine types of tax bases and structures to evaluate who and what should be taxed.	
Unit Five: Measuring and Monitoring Economic Performance Timeline: 5 weeks			
<p>Economics Standard 2: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>2a: Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.</p> <p>Economics Standard 3: Students will understand different types of economic systems and how they change [Economic systems].</p> <p>3a: Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.</p>	<p>A nation's overall level of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners.</p> <p>Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living.</p> <p>Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange.</p> <p>Economic instability affects the choices made by households, businesses, and government.</p> <p>Nations agree to trade when all parties expect to gain.</p> <p>A nation's standard of living is related to its trading patterns.</p>	<p>Essential Questions: How can economic stability be achieved? Why is our economy interdependent? How can we determine the overall health of the economy? Why are market economies dependent on the creation and use of money and a monetary system to facilitate exchange? How and why do nations conduct trade in the global economy? Are the benefits of globalization worth the costs? To what extent should nations trade with less developed nations?</p> <p>Learning Targets: Students will learn about the key economic indicators – gross domestic product, unemployment rate, and inflation rate – used to measure</p>	<p>Suggested Formative Assessments: Main idea activities Vocabulary activities Quiz game Alternative assessment handbook Test practice handbook Critical thinking and extension activities Participation in oral class discussions</p> <p>Suggested Summative Assessment: Daily quizzes Chapter assessment Unit assessment</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>Changes in trading patterns affect distribution of income and quality of life globally.</p> <p>Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations.</p>	<p>economic health.</p> <p>Students will learn how the fiscal policies of the president and Congress and the monetary policies of the Federal Reserve are used to stabilize the U.S. economy.</p> <p>Students will examine why and how countries trade and evaluate the impact of trade barriers on the global economy.</p> <p>Students will examine the costs and benefits of an increasingly global marketplace.</p>	
Personal Finance			
Unit Six: Budgeting and Financial Planning Timeline: 3 weeks			
<p>Personal Finance Standard One: Financial Planning and Decision-Making</p> <p>9-12a: Students will apply problem-solving strategies and cost benefit analysis to assess the consequences of financial decisions.</p> <p>9-12b: Students will create an overall financial plan for spending and saving in order to achieve personal goals.</p>	<p>An individual's goals affect how they value the benefits and costs of alternative choices.</p> <p>A financial plan is a strategy to accomplish an individual's or household's financial goals that will change as an individual's or household's situation changes.</p> <p>Effective financial plans incorporate the possibility of unexpected expenditures.</p> <p>Concepts:</p> <ul style="list-style-type: none"> Financial Goals Spending-Fixed and Flexible Expenses 	<p>Essential Questions:</p> <p>What are the differences between short-term and long-term goals?</p> <p>How might your personal financial goals affect your family and others?</p> <p>How do fixed and flexible spending affect different people?</p> <p>How do you estimate income and project savings and expenses?</p> <p>How do you create, use, and monitor a budget worksheet?</p> <p>How do I think about opportunity costs associated with purchases?</p>	<p>Suggested Formative Assessment:</p> <p>Quizzes</p> <p>Daily assignments</p> <p>Class discussion from personal examples</p> <p>Vocabulary activities</p> <p>Tickets out the door</p> <p>Practice worksheets</p> <p>Collaborative pairs</p> <p>Suggested Summative Assessment:</p> <p>Creation, monitoring, and evaluation of a personal finance plan</p> <p>Unit test</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
	<ul style="list-style-type: none"> Budget Worksheet Benefits of Saving & Savings Strategies Savings Institutions and Savings Accounts Savings Options & Government Bonds Interest and Rate of Return 	<p>How can I track and income and expenses?</p> <p>What are the long term benefits from saving regularly?</p> <p>What are several strategies used to meet saving goals?</p> <p>What are the differences between a savings, checking, and a money market account?</p> <p>How do I write and record checks?</p> <p>How do I reconcile a checking account?</p> <p>What are the benefits and trade-offs of different savings options?</p> <p>What are different types of government bonds?</p> <p>Why should I calculate interest and rate of return? Why does it matter?</p>	
Unit Seven: Investing Timeline: 3 weeks			
Personal Finance Standard Three: Saving and Investing 9-12a: Students will demonstrate that personal savings and investment compound over time and contribute to meeting	<p>Every savings and investment decision has a trade-off in terms of giving up goods and services today.</p> <p>Savings options and investments vary in their potential risks, liquidity, and rate of return.</p>	<p>Essential Questions:</p> <p>What is the relationship between risk and return?</p> <p>How can I evaluate and limit risk when I make investing decisions?</p> <p>What are the differences between the</p>	<p>Suggested Formative Assessment:</p> <p>Quizzes</p> <p>Daily assignments</p> <p>Class discussion from personal examples</p> <p>Vocabulary activities</p> <p>Tickets out the door</p> <p>Practice worksheets</p> <p>Collaborative pairs</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>financial goals.</p> <p>9-12b: Students will evaluate the costs and benefits of major savings and investing options.</p>	<p>Individuals and households invest by purchasing assets that may earn income and/or appreciate in value over time.</p> <p>Concepts:</p> <ul style="list-style-type: none"> Investing Basics Investing in Corporations Investing in Mutual Funds Investment Research Retirement Investing 	<p>various types of stock I can purchase?</p> <p>What are the differences between investing corporate stocks and corporate bonds?</p> <p>How do mutual funds benefit investors?</p> <p>How do I differentiate between different types of mutual funds and their objectives?</p> <p>Where can I locate sources of investment information? How do I know they are reliable?</p> <p>How can I protect myself against investment schemes?</p> <p>What are various retirement options? How are they different?</p> <p>What other investment options are available that are not specific to the stock market?</p>	<p><u>Suggested Summative Assessment:</u></p> <p>Development of an investment plan based on a given household income and finance goals (simulation). Stock Market Game Unit test</p>
<p>Unit Eight: Using Credit Wisely Timeline: 2 weeks</p>			
<p>Personal Finance Standard Two: Money Management</p> <p>9-12a: Students will analyze the benefits and costs of various payment options while applying the mechanics of money management.</p>	<p>When purchasing goods and services, individuals must choose among payment options to maximize benefits.</p> <p>Prudent individuals limit borrowing based on their ability to repay.</p>	<p><u>Essential Questions:</u></p> <p>Identify reasons to borrow and the trade-offs when you borrow</p> <p>How do I plan when and how much money to borrow?</p> <p>How do lenders judge your</p>	<p><u>Suggested Formative Assessment:</u></p> <p>Quizzes Daily assignments Class discussion from personal examples Vocabulary activities Tickets out the door Practice worksheets Collaborative pairs</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
9-12b: Students will examine how ability to pay and personal credit history influences an individual's financial opportunities and choices.	<u>Concepts:</u> <ul style="list-style-type: none"> • Credit • Qualifying for credit • Sources of consumer credit • Credit rights and responsibilities Maintaining a good credit rating	<p>creditworthiness? Why does it matter?</p> <p>What factors affecting your credit rating? How do they contribute to your credit score?</p> <p>How can I establish a positive credit history?</p> <p>What are several different options for getting credit?</p> <p>How can I evaluate the benefits and costs of credit cards?</p> <p>Why do I need laws to protect my credit rights?</p> <p>How can I take responsibility for your own financial health?</p> <p>What are the differences between Bankruptcy options?</p>	<u>Suggested Summative Assessment:</u> Analyze and develop plans for sample case studies of people who have used too much credit and are in financial trouble. Unit test
Unit Nine: Insurance and Risk Timeline: 2 weeks			
Personal Finance Standard Four: Risk Protection 9-12a: Students will understand how to evaluate financial products and services to minimize financial risks. 9-12b: Students will analyze how state and federal laws and	Risks are associated with life and unplanned events can have serious or catastrophic financial consequences over which an individual may have little control. A citizen with the knowledge and skills to evaluate financial products can prevent or limit loss. <u>Concepts:</u>	<u>Essential Questions:</u> How does insurance works to protect consumers? What are the basic types of insurance? How are the rates for auto insurance determined? What factors contribute to the cost of	<u>Suggested Formative Assessment:</u> Quizzes Daily assignments Class discussion from personal examples Vocabulary activities Tickets out the door Practice worksheets Collaborative Pairs

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
regulations protect consumers.	<ul style="list-style-type: none"> Insurance basics Auto insurance Home insurance coverage Health insurance basics Life insurance Health insurance plans Sources of health insurance 	<p>homeowner's insurance?</p> <p>What are the differences between the two main types of health insurance?</p> <p>How can the various types of managed care plans help me?</p> <p>How can I make sense of the health care crisis in America?</p> <p>Why should life insurance be a part of my financial plan? Should it always be the same?</p>	<p><u>Suggested Summative Assessment:</u></p> <p>Insurance Project: Evaluation of current insurance products purchased by their families, and recommendations of potential insurance options for their families.</p> <p>Unit test</p>

Curriculum Framework for American Studies (American History and American Literature)

School: First State Military Academy Curricular Tools: DE Social Studies Coalition and New Tech Network Echo, Holt McDougal American Literature Anthology Grade: 11 Teacher: _____

The content of this curriculum map will be taught in a daily block of 90 minutes. Students will have American Studies every day for 90 minutes.

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>The full curriculum map for American Studies which articulates the integration of the Social Studies and English Language Arts concepts, standards, big ideas, essential questions, learning targets, and assessments is found on of Attachment 4-A in the ELA/Integrated Curriculum Maps section.</p> <p>Project One: A Young Nation, A New Nation</p> <p>Project Two: The Move to Realism</p> <p>Project Three: Changing Interpretations of Reconstruction</p> <p>Project Four: Between a Rock and a Hard Place</p> <p>Project Five: Migration Patterns</p> <p>Project Six: Analyzing Historical Data</p> <p>Project Seven: On the Road Again</p> <p>Project Eight: Historical Research</p>		

Curriculum Framework World Powers and World Voices (Social Studies and ELA)

School: **First State Military Academy**

Curricular Tool: **DE Social Studies
Coalition and New Tech Network Echo**

Grade: **12**

Teacher: _____

The content of this curriculum map will be taught in a daily block of 90 minutes.

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>The full curriculum map for World Powers and World Voices which articulates the integration of the Social Studies and English Language Arts concepts, standards, big ideas, essential questions, learning targets, and assessments is found in Attachment 4-A in the ELA/Integrated Curriculum Maps section.</p> <p>Project One: America First</p> <p>Project Two: Nature of Man</p> <p>Project Three: Isolationism (embedded DDOE Pandemics Unit)</p> <p>Project Four: Historians in Conflict (DDOE Model Unit)</p> <p>Project Five: Imperialism</p> <p>Project Six: Oppression and Unsung Voices</p> <p>Project Seven: Power and Corruption</p> <p>Project Eight: Justice</p>		