

Delaware Content Standards Grade Band Extensions Social Studies



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Introduction

The Delaware Department of Education in collaboration with the Center for Disabilities Studies at the University of Delaware developed the Delaware Content Standards Grade Band Extensions to make the content standards accessible to all students.

Grade Band Extensions

The extensions are designed to assist teachers in providing access to the general education curriculum for students with significant intellectual disabilities. Students receiving instruction based on the grade band extensions (GBEs) total approximately 1% of Delaware's student population and are assessed through the Delaware Comprehensive Assessment System Alternate Assessment (DCAS-Alt1).

For the development of Science and Social Studies GBEs, Grade Level Expectations (academic skills) from the Delaware Content Standards were identified within the following grade bands: K-3, 4-5, 6-8, and High School. For each skill, three levels of extensions were created from highest to lowest complexity. Extensions are meant to provide a continuum of entry points related to the Science and Social Studies standards. Following the full text of the Grade Level Expectation, the extensions are organized as follows:

Extension 1—Most complex application of the skill

Extension 2—Less complex application of the skill

Extension 3—Least complex application of the skill

Within each grade band, Grade Level Expectations were selected from the highest grade. If a concept was not represented within the highest grade, a Grade Level Expectation that reflects the concept was included from a lower grade. Some Grade Level Expectations within specific grade bands were not extended due to the complexity of the skills and are not included in this document.

Please note, students should not be categorized according to a particular extension level. Instead, instruction should target extensions appropriate to individual strengths which may vary by skill.

Purpose

The extensions will be used by school personnel to plan and implement lessons based on academic standards. In planning academic activities, teachers must consider incorporation of non-academic skills necessary for student success such as communication, self-determination, gross/fine motor, and social skills.

Additionally, the extensions will be the basis of the DCAS-Alt1. Test items will be aligned to the extensions. Therefore, it is imperative that students receive instruction aligned to the extensions throughout the school year.

Considerations for Use

The Delaware Content Standards Grade Band Extensions do not specify individual accommodations or supports that may be necessary for students to access the curriculum. When designing lessons based on the extensions, teachers should consider the unique learning needs of each student and employ the necessary accommodations.

In addition to considering accommodations, teachers should reference the complete Delaware Content Standards document for additional information related to implementation of the standards. The Delaware Grade Band Extensions are not meant to replace the Delaware Content Standards but to be used as a companion document. To view the Delaware Content Standards, visit the Delaware Department of Education website at www.doe.k12.de.us.

Navigating the Delaware Grade Band Extensions

The document is divided by **grade bands** as identified in the shaded bar at the top of each page: K-3, 4-5, 6-8, HS.

Topics are larger groups of related standards.

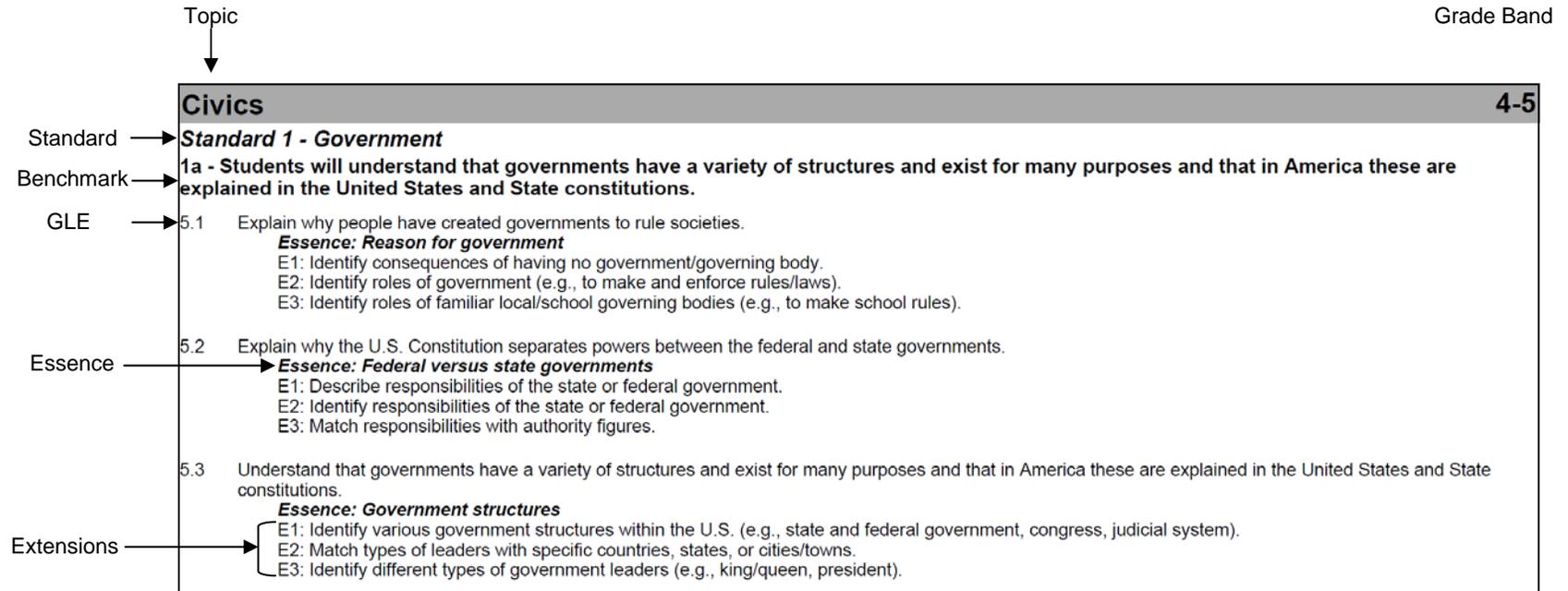
Standards define what students should understand and be able to do.

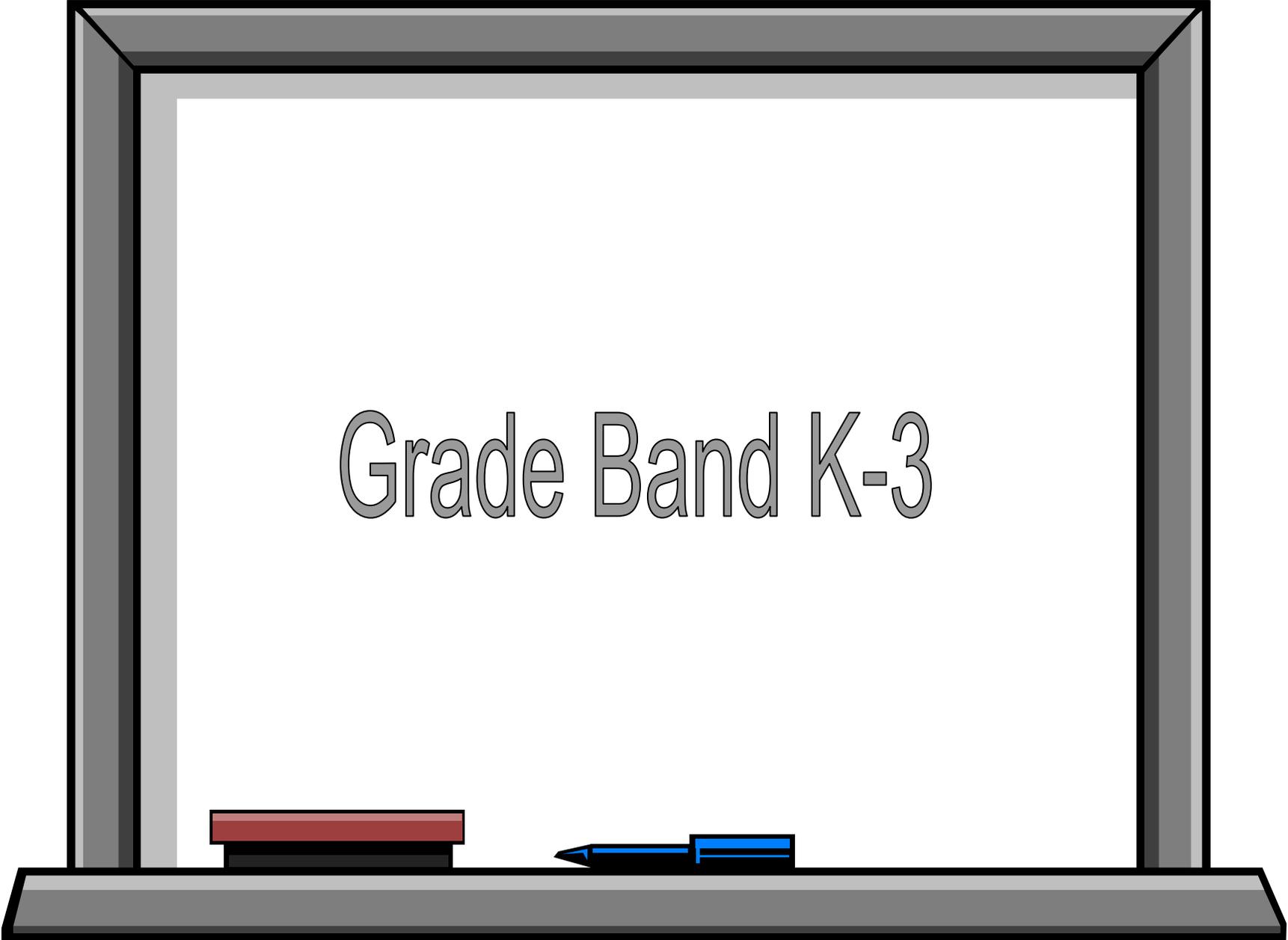
Benchmarks define what students are expected to know at the end of the grade band.

Grade Level Expectations (GLEs) are grade-specific academic skills.

Essence is the main idea of the GLE.

Extensions are entry points to the GLE.





Grade Band K-3

Standard 1 - Government**1a - 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.**

- 1.1 Explain why leaders are important to people.
Essence: Importance of leaders
E1: List reasons why leaders are important.
E2: Identify leaders of various groups/organizations (e.g., sports team, school).
E3: Identify familiar leaders.
- 3.3 Interpret the actions of elected officials in order to explain how the interests of the people who elected them are represented.
Essence: Leaders as representatives
E1: Describe how elected officials represent the interests of people.
E2: Compare/contrast responsibilities of elected officials with other responsibilities.
E3: Identify responsibilities of elected officials.
- 3.4 Understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.
Essence: Elections and representation
E1: Participate in elections and describe what interests the elected individual represents.
E2: Participate in elections and identify reasons for personal choice (e.g., class elections and voting based on own wants/needs).
E3: Participate in elections for various purposes.

1b - Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected.

- 1.1 Explain why authority is needed.
Essence: Need for authority
E1: Identify reasons why authority is needed.
E2: Identify authority figures (e.g., principal, police officer) related to groups/organizations.
E3: Identify familiar authority figures.
- 1.2 Explain how people in authority are responsible to those under the authority.
Essence: Responsibilities of authority figures
E1: Identify responsibilities of authority figures.
E2: Match responsibilities with authority figures.
E3: Identify personal responsibilities.
- 3.4 Understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected.
Essence: Respect for authority figures
E1: Describe ways of showing respect toward authority figures.
E2: Identify ways of showing respect to authority figures.
E3: Model ways of showing respect.

Standard 2 - Politics

2a - Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.

- 1.2 Explain how people show respect for others.
Essence: Respect for others
E1: Describe how to demonstrate respect for others.
E2: Demonstrate respect for others.
E3: Identify examples of showing respect.
- 3.3 Explain the requirements of a healthy democracy.
Essence: Requirements of democracy
E1: Describe rights that are common to democracies.
E2: Identify characteristics of a democracy.
E3: Participate in democratic processes (e.g., voting).
- 3.4 Understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.
Essence: Respect for others
E1: Describe why showing respect for others is important.
E2: Sort ways of being respectful from being disrespectful.
E3: Identify examples of showing respect.

Standard 3 - Citizenship

3a - 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).

- 3.3 Explain the relationship between rights and responsibilities.
Essence: Rights and responsibilities
E1: List rights and responsibilities.
E2: Sort between rights and responsibilities.
E3: Identify student responsibilities or rights.
- 3.4 Understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).
Essence: Rights, responsibilities, privileges
E1: List several rights, responsibilities, and privileges of American citizens.
E2: Identify a right, responsibility, or privilege of American citizens.
E3: Match a right, responsibility, or privilege with examples.

Standard 4 - Participation

4a - Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

3.3 Interpret how people work together to explain what makes an effective participant in a group.

Essence: Group participation

E1: Describe characteristics of an effective group participant.

E2: Identify ways that people effectively work together.

E3: Participate effectively in a group.

3.4 Acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

Essence: Group participation

E1: Describe your role in a group and how to work cooperatively.

E2: Identify roles in a group (e.g., task-specific roles, time keeper).

E3: Participate in a role within a group.

Standard 1 - Microeconomics**1a - Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.**

- 1.1 Identify different types of resources used to produce goods and services.
Essence: Resources
E1: Connect resources to goods/services.
E2: Identify goods/services.
E3: Identify resources.
- 1.2 Explain why resources are scarce.
Essence: Availability of resources
E1: List reasons why a resource is limited.
E2: Identify examples of limited resources.
E3: Identify resources.
- 3.3 Interpret choices of consumers and producers to explain how people satisfy wants.
Essence: Choices of consumers and producers
E1: Predict whether a producer is going to make more or less of an item based on a given scenario.
E2: Identify reasons why consumers buy/use items.
E3: Identify a want.
- 3.4 Understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.
Essence: Balancing resources and wants
E1: Compare ways to satisfy a want and determine the best option.
E2: Identify a want and determine needed resources.
E3: Identify ways to satisfy a want.

1b - Students will apply the concept that economic choices require the balancing of costs incurred with benefits received.

- 1.2 Explain why scarce resources cause people to make choices.
Essence: Economic decision-making
E1: Make a decision based on the resources available.
E2: Categorize wants and needs.
E3: Identify wants or needs.
- 3.3 Analyze a choice between two resources in order to explain how to make the best decision.
Essence: Economic decision-making
E1: Choose between two items and state why your choice is the better of the two.
E2: List considerations that impact economic choices (e.g., color, cost, quality).
E3: Make a choice between two resources.

Standard 1 - Microeconomics**1b - Students will apply the concept that economic choices require the balancing of costs incurred with benefits received. (continued)**

- 3.4 Apply the concept that economic choices require the balancing of costs incurred with benefits received.

Essence: Weighing costs versus benefits

- E1: Describe the costs and benefits associated with a specific choice.
E2: Sort costs from benefits.
E3: Match a specific choice to associated benefits.

Standard 2 - Macroeconomics**2a - Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.**

- 1.1 Explain different ways that people trade.

Essence: Trade

- E1: List various ways that people trade.
E2: Give personal examples of trading.
E3: Demonstrate trading.

- 1.2 Explain why people trade.

Essence: Trade

- E1: Identify reasons why people trade.
E2: Trade with another person and provide a reason why you made that trade.
E3: Demonstrate trading.

- 3.3 Explain why different forms of money are valued and how using a medium of exchange makes trade easier.

Essence: Medium of exchange

- E1: Describe how a medium of exchange makes trade easier.
E2: Identify various media of exchange (e.g., dollars, PBS bucks, lunch debit card).
E3: Make a trade and identify the medium of exchange (e.g., goods for money, goods for goods).

- 3.4 Understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.

Essence: Types of exchange

- E1: Create a barter system to exchange goods/services.
E2: Identify different ways to trade (e.g., barter, commodity money).
E3: Identify items you could trade.

Standard 3 - Economic Systems**3a - Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.**

- 1.2 Explain why and how people use different resources.
Essence: Resource use
E1: List how people use different resources.
E2: Identify a resource and how it is used within a given scenario.
E3: Identify resources.
- 3.3 Explain different ways that people allocate various resources.
Essence: Resource use
E1: Give examples of how people in the community use resources differently.
E2: List how people use different resources.
E3: Match resources to their uses.
- 3.4 Identify human wants and the various resources and strategies which have been used to satisfy them over time.
Essence: Satisfying wants
E1: Compare how a selected resource was obtained in the past to how it is obtained in the present.
E2: Given a resource and how it was obtained in the past, describe how it is obtained now.
E3: Match a want with the resource/strategy that will satisfy it.

Standard 4 - International Trade**4a - Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.**

- 1.1 Identify examples of specialization.
Essence: Specialization
E1: Given a community specialist, list roles or responsibilities.
E2: Match local/community specialists (e.g., police, firefighters, doctors) with their roles.
E3: Match school positions with their roles.
- 3.2 Explain why specialization requires exchange between people.
Essence: Specialization
E1: Given a scenario, identify the specialists and items/services exchanged.
E2: Given a community specialist, list roles or responsibilities.
E3: Match local/community specialists (e.g., police, firefighters, doctors) with their roles.
- 3.3 Interpret the exchange of goods and services to explain interdependence between countries.
Essence: Interdependence between countries
E1: Name products used in one country that are made by different countries.
E2: Match international products to the countries where they were produced.
E3: Match products to the places where they were produced.

Standard 4 - International Trade

4a - Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places. (continued)

3.4 Understand that the exchange of goods and services around the world creates economic interdependence between people in different places.

Essence: Economic interdependence

E1: Give an example of an economic exchange between different countries.

E2: Match international products to the countries where they were produced.

E3: Identify a personal exchange of goods/services.

Standard 1 - Maps

1a - Students will understand the nature and uses of maps, globes, and other geo-graphics.

- 1.1 Identify the different ways maps and globes model the world.
Essence: Maps and globes
 E1: Distinguish between different types of maps and the regions they represent.
 E2: Identify a map and a globe.
 E3: Identify a map or a globe.
- 1.2 Explain how maps and globes use symbols to represent distance and direction.
Essence: Symbols of maps and globes
 E1: Match a compass and scale with their purpose (e.g., compass to direction and scale to distance).
 E2: Use the compass to identify a direction.
 E3: Identify the compass or scale on a map.
- 3.3 Construct and interpret maps to find and identify natural and human-made features.
Essence: Features on maps
 E1: Identify a natural and a human-made feature on a map.
 E2: Identify the locations of given features on a map.
 E3: Match specified symbols with the features they indicate.
- 3.4 Identify different types of maps that can be used to answer real-world questions.
Essence: Types of maps
 E1: Given a map, determine what information is included (e.g., regions, features, symbols).
 E2: Use a map to answer a given real-world question.
 E3: Identify the area/region depicted on a given map (e.g., school, park, state).
- 3.5 Understand the nature and uses of maps, globes, and other geo-graphics.
Essence: Maps and globes
 E1: Demonstrate the use of a map by navigating to a specified location.
 E2: Locate a specific point or feature on a map.
 E3: Match specified symbols with the features they indicate.

Standard 2 - Environment

2a - Students will distinguish different types of climate and landforms and explain why they occur.

- 1.1 Identify different land, water, and weather features displayed on maps, globes, and photographs.
Essence: Map features
 E1: Match land, water, or weather symbols displayed on maps with the features they represent.
 E2: Identify a variety of land features on maps.
 E3: Identify land and water on a visual representation.

Standard 2 - Environment

2a - Students will distinguish different types of climate and landforms and explain why they occur. (continued)

- 3.2 Explain why climate and landforms differ around the world.
Essence: Climate and landforms
 E1: Compare and contrast climate and landforms for given locations.
 E2: Match places with their type of climate (e.g., hot or cold, moist or dry).
 E3: Match climates and landforms with their meanings.
- 3.3 Explain how different climates and landforms affect human activity.
Essence: Climate and landforms affect human activity
 E1: Describe activities associated with different types of landforms.
 E2: Compare activities that are associated with hot versus cold climates.
 E3: Compare clothing for hot versus cold weather.
- 3.4 Distinguish different types of climate and landforms and explain why they occur.
Essence: Climate and landforms
 E1: Compare and contrast different types of climate or landforms.
 E2: Label types of climates and landforms.
 E3: Identify different types of landforms.

Standard 3 - Places

3a - Students will be able to identify types of human settlement, connections between settlements, and the types of activities found in each.

- 1.1 Identify how people live in different locations around the world.
Essence: How people live in different places
 E1: Choose two places and explain how people live differently in each.
 E2: Given two places, identify how people live differently in each.
 E3: Match people to the different places they live.
- 3.3 Explain why different places have similar or different cultures.
Essence: Places have similar or different cultures for various reasons
 E1: Explain why cultures may be different or similar.
 E2: Given descriptions of two cultures, identify reasons why they are different.
 E3: Given descriptions of two cultures, identify if they are similar or different.
- 3.4 Explain how places may change.
Essence: Places change for many reasons
 E1: Identify reasons why a place changes.
 E2: Identify changes that have happened to a familiar place.
 E3: Given two pictures/descriptions of the same place, identify what has changed.

Standard 3 - Places

3a - Students will be able to identify types of human settlement, connections between settlements, and the types of activities found in each. (continued)

3.5 Identify types of human settlement, connections between settlements, and the types of activities found in each.

Essence: Human settlement and activities

E1: Describe different types of human settlements and the activities found in each.

E2: Match different types of human settlements with activities found in each.

E3: Identify different types of human settlements.

Standard 4 - Regions

4a - 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.

1.2 Explain the differences between places and regions.

Essence: Concepts of place and region

E1: Provide examples of places (e.g., cities, businesses) and regions (e.g., the South, East coast).

E2: Identify places within a given region (e.g., kitchen in the classroom).

E3: Match places to a given region (e.g., businesses in a city, boardwalk at beach).

3.3 Explain how distinct regions around the world are connected to others.

Essence: Connections of regions around the world

E1: Given two regions, explain their connection.

E2: Identify two regions that are connected to each other (e.g., business regions are connected to residential regions).

E3: Identify characteristics of a given region (e.g., there are many farms in the Midwest).

3.4 Use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.

Essence: Simple patterns that connect regions and places

E1: Given two regions, explain patterns that connect them.

E2: Sort regions according to the activities that connect them.

E3: Identify events or activities that connect regions.

Standard 1 - Chronology**1a - Students will use clocks, calendars, schedules, and written records to record or locate events in time.**

- 1.1 Tell time with a clock and calendar.
Essence: Use of clock and calendar
E1: Use a clock to identify the times of events or use a calendar to identify the dates of events.
E2: Given a school/class calendar, identify a school event and its time.
E3: Match an event to the corresponding date on the calendar.
- 3.3 Explain why a given sequence of events is in chronological order.
Essence: Reasoning for chronological order
E1: Create a daily schedule and explain why events happen at specific times.
E2: Sequence daily events.
E3: Sort events by time of day.
- 3.4 Analyze the order of events to arrange them chronologically.
Essence: Chronological order
E1: Given a set of events, construct a schedule or calendar in chronological order.
E2: Identify relationship of events (e.g., before, during, after).
E3: Identify events that occur during a specific time period (e.g., season, vacation, school year, marking periods).
- 3.5 Use clocks, calendars, schedules, and written records to record or locate events in time.
Essence: Record or locate events
E1: Use one tool (e.g., calendar, schedule) to record the sequence of events.
E2: Given a calendar or schedule, locate specified events.
E3: Match specified events to the corresponding event on the calendar or schedule.

Standard 2 - Analysis**2a - Students will use artifacts and documents to gather information about the past.**

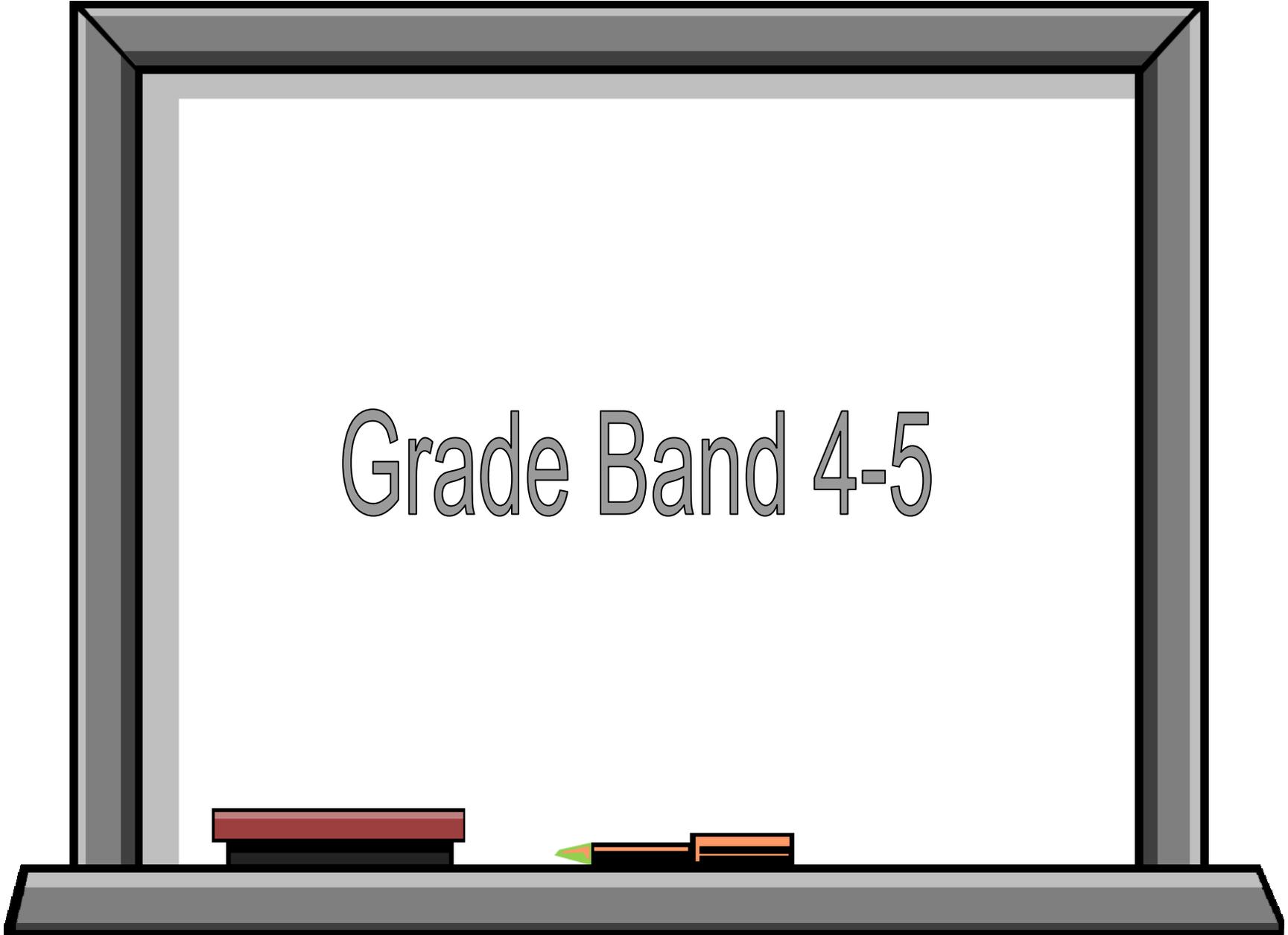
- 1.1 Identify artifacts and documents that people used in the past.
Essence: Use of artifacts and documents
E1: Provide examples of documents or artifacts.
E2: Sort artifacts from documents.
E3: Given an item, match it to a term, artifact, or document.
- 3.3 Explain how to learn about the past from physical evidence.
Essence: Using physical evidence to learn about the past
E1: Connect a past event to physical evidence.
E2: Identify physical evidence from the past.
E3: Match physical evidence to a past event.

Standard 2 - Analysis**2a - Students will use artifacts and documents to gather information about the past. (continued)**

- 3.4 Use artifacts and documents to gather information about the past.
Essence: Gathering information from artifacts and documents
E1: Describe an artifact or document.
E2: Categorize artifacts or documents based on given characteristics.
E3: Match an artifact or document with its description.

Standard 3 - Interpretation**3a - Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.**

- 1.1 Identify historical accounts as descriptions of the past.
Essence: Describe the past
E1: Choose a familiar event from history and describe what happened.
E2: Identify events that happened in the past.
E3: Match events of the past with corresponding descriptions.
- 3.3 Explain why an artifact or document can be used to learn something new.
Essence: Learning from artifacts and documents
E1: Choose artifacts and documents and explain what is learned from them.
E2: Given an artifact or document, identify facts learned and facts known.
E3: Match an artifact or document with associated uses.
- 3.4 Understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
Essence: Inferences from artifacts and documents
E1: Given artifacts or documents, make inferences/predictions about historical events.
E2: Match artifacts or documents with predictions about associated historical events.
E3: Match artifacts or documents with their purposes.



Grade Band 4-5

Standard 1 - Government**1a - Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions.**

- 5.1 Explain why people have created governments to rule societies.
Essence: Reason for government
E1: Identify consequences of having no government/governing body.
E2: Identify roles of government (e.g., to make and enforce rules/laws).
E3: Identify roles of familiar local/school governing bodies (e.g., to make school rules).
- 5.2 Explain why the U.S. Constitution separates powers between the federal and state governments.
Essence: Federal versus state governments
E1: Describe responsibilities of the state or federal government.
E2: Identify responsibilities of the state or federal government.
E3: Match responsibilities with authority figures.
- 5.3 Understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions.
Essence: Government structures
E1: Identify various government structures within the U.S. (e.g., state and federal government, congress, judicial system).
E2: Match types of leaders with specific countries, states, or cities/towns.
E3: Identify different types of government leaders (e.g., king/queen, president).

1b - Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.

- 5.1 Explain why the U.S. Constitution separates powers in the federal government.
Essence: Separation of power
E1: Describe the responsibilities of each branch of the U.S. government.
E2: Match the branches of the U.S. government with their responsibilities.
E3: Identify the branches of the U.S. government.
- 5.2 Explain how each branch of the U.S. government serves as a check on the other branches.
Essence: Balance of power
E1: Describe how one branch checks another branch.
E2: Match the branches of the U.S. government with their responsibilities.
E3: Identify the branches of the U.S. government.
- 5.3 Understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.
Essence: Responsibilities of government branches
E1: Describe the responsibilities of each branch of the U.S. government.
E2: Match the branches of the U.S. government with their responsibilities.
E3: Identify the branches of the U.S. government.

Standard 2 - Politics**2a - Students will understand that the principle of “due process” means that the government must follow its own rules when taking actions against a citizen.**

- 5.1 Explain the principle of “due process.”
Essence: Due process
E1: Identify rights that are part of due process (e.g., fair trial, innocent until proven guilty).
E2: Describe how police must treat people who may have broken the law.
E3: Identify who enforces laws (e.g., police, judge).
- 5.2 Explain why the “rule of law” is important to citizens.
Essence: Rule of law
E1: Give examples of how laws help people.
E2: Identify examples of laws.
E3: Identify what a law is.
- 5.3 Understand that the principle of “due process” means that the government must follow its own rules when taking actions against a citizen.
Essence: Due process
E1: Describe what would happen if the government did not follow the law.
E2: Identify examples of how the government must follow laws.
E3: Identify laws or rules that students must follow.

2b - Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility.

- 5.1 Explain why citizens have responsibilities.
Essence: Civic responsibilities
E1: Name several responsibilities of a citizen.
E2: Identify responsibilities of a citizen.
E3: Identify responsibilities of students.
- 5.2 Explain why personal civility is important to a society.
Essence: Civility
E1: List reasons why civility is important.
E2: Sort ways of being civil from being uncivil.
E3: Identify examples of being civil.
- 5.3 Understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility.
Essence: Civic responsibility and personal civility
E1: List reasons why civic responsibility or civility are important.
E2: Identify given examples of civic responsibilities and personal civility.
E3: Identify responsibilities of students.

Standard 3 - Citizenship**3a - Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.**

- 5.1 Explain why the Bill of Rights is important to American citizens.
Essence: Bill of Rights
E1: Describe the purpose of the Bill of Rights.
E2: Identify the purpose of the Bill of Rights.
E3: Identify rights of a citizen.
- 5.2 Identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.
Essence: Bill of Rights
E1: List several rights protected under the Bill of Rights.
E2: Identify rights protected under the Bill of Rights.
E3: Identify rights of a citizen.

3b - Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.

- 5.1 Identify controversial applications of the Bill of Rights in contemporary issues.
Essence: Bill of Rights
E1: Describe controversy associated with a given right.
E2: Provide examples of current events that relate to the Bill of Rights.
E3: Match current events to associated rights.
- 5.2 Apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.
Essence: Bill of Rights
E1: Describe protections associated with a given right.
E2: Provide examples of rights being taken away.
E3: Match everyday situations to associated rights.

Standard 4 - Participation**4a - Students will understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day.**

- 5.1 Explain why it is important to become informed about candidates for public office and contemporary issues.
Essence: Becoming informed about candidates and issues
E1: Explain what it means to be informed.
E2: Identify a consequence of not being informed.
E3: Identify a topic/issue you want to learn about.
- 5.2 Explain how a citizen can become informed about candidates for public office and contemporary issues.
Essence: Becoming informed about candidates and issues
E1: Select a topic/issue of interest and locate related information.
E2: Locate information about a given topic/issue.
E3: Identify ways to learn about a topic/issue.

Standard 4 - Participation**4a - Students will understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day. (continued)**

- 5.3 Understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day.
Essence: *Becoming informed to select effective leaders*
E1: Select a particular candidate and locate information to become informed.
E2: List qualities of effective leaders.
E3: Identify resources to learn about a given candidate or topic.

4b - Students will identify and employ the formal and informal methods by which democratic groups function.

- 5.1 Explain why different groups would choose to make decisions democratically.
Essence: *Democratic decision-making*
E1: Explain the benefits of making group decisions.
E2: Select an issue/question and determine how to make a group decision.
E3: Participate in class decision-making.
- 5.2 Explain how different democratic groups make decisions.
Essence: *Democratic decision-making*
E1: Identify democratic ways of making decisions.
E2: Identify ways of voting.
E3: Identify issues that are voted on.
- 5.3 Identify and employ the formal and informal methods by which democratic groups function.
Essence: *Democratic decision-making*
E1: Identify ways to express opinions and use one of these methods to express own opinion.
E2: Sort formal and informal ways to express an opinion.
E3: Identify ways to express an opinion.

Standard 1 - Microeconomics

1a - Students will understand that prices in a market economy are determined by the interaction of supply and demand, with governments intervening to deal with market failures.

1b - Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of government.

5.1 Predict how choices by consumers and producers in a market economy will determine price of goods and services.

Essence: Supply and demand

E1: Explain why the price of a good or service might increase or decrease.

E2: Determine whether a price will increase or decrease based on a given scenario.

E3: Make a decision based on the resources available.

5.2 Explain why price acts as an incentive for both consumers and producers in a market economy.

Essence: Price in a market economy

E1: Describe how price impacts the consumer.

E2: Compare advertisements for similar products and determine the best option.

E3: Given two prices, identify which is more or which is less.

5.3 Identify how shifts in supply or demand can change the price of goods and services.

Essence: Supply and demand

E1: Determine whether a price will increase or decrease in a given scenario.

E2: Identify if a price increased or decreased given a price change.

E3: Compare similar products and determine which price is more or less.

5.4 Explain how a government will use economic incentives to promote market efficiency and correct market failures.

Essence: Government economic incentives

E1: Describe how the government provides financial assistance due to an event/scenario.

E2: Identify examples of how the government provides financial help.

E3: Identify a personal incentive/motivator.

5.5 Understand that prices in a market economy are determined by the interaction of supply and demand, with governments intervening to deal with market failures.

Essence: Supply and demand

E1: Describe supply and demand.

E2: Identify what factors influence price within a given scenario.

E3: Compare similar products and determine which price is more or less.

5.6 Understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of government.

Essence: Economic choices

E1: Describe obstacles that would limit access to a product.

E2: Choose an item to purchase based on needs and the amount of money available.

E3: Identify reasons why a product might be in high demand or low supply.

Standard 2 - Macroeconomics**2a - Students will understand the role of banks and other financial institutions in the economy.**

- 5.1 Explain why individuals might save, invest, or borrow money.
Essence: Saving, investing, or borrowing money
E1: Describe reasons why an individual might save money.
E2: Identify how or where to save or borrow money.
E3: Identify goods/services that require personal savings or borrowing.
- 5.2 Explain how saving or borrowing money benefits the economy.
Essence: Benefits of saving or borrowing
E1: Connect saving and borrowing with definitions or real-life examples.
E2: Identify benefits of saving money.
E3: Identify benefits of borrowing money or an item.
- 5.3 Understand the role of banks and other financial institutions in the economy.
Essence: Role of banks in the economy
E1: Describe the role of the bank in saving or borrowing money.
E2: Identify how to save or borrow money.
E3: Identify places in the community where it is possible to save money (e.g., specific banks, credit union).

Standard 3 - Economic Systems**3a - Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.**

- 5.1 Explain the differences between types of economic systems.
Essence: Differences in economic systems
E1: Match types of economic systems (e.g., traditional, market, command) with their definitions.
E2: Match real-life scenarios to the type of economic systems represented.
E3: Identify multiple locations where an item can be purchased (e.g., tomatoes from a farm stand or grocery store).
- 5.2 Identify different ways goods and services have been exchanged, characteristics of money, and functions of money.
Essence: Exchange of goods and services
E1: Identify different ways goods and services have been exchanged.
E2: Participate in a purchase or trade and identify the type of exchange (purchase or trade).
E3: Identify items for purchase or trade locally (e.g., school store, cafeteria, community).
- 5.3 Identify different means of production, distribution, and exchange used within economic systems in different times and places.
Essence: Production, distribution, and exchange
E1: Compare how a good was produced, distributed, and exchanged in the past and how the same good is produced, distributed, and exchanged in the present (e.g., homemade toys vs. mass-produced toys).
E2: Given a good, identify the way it was produced, distributed, and exchanged (e.g., a toy was made in a factory, shipped to a store, and purchased with money).
E3: Match a good to the way it is produced or distributed.

Standard 4 - International Trade

4a - Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.

- 5.1 Explain why people specialize and trade.
Essence: *Specialization and trading*
E1: Give an example of how local or national specialists depend on each other.
E2: Given a scenario, identify the local or national specialists and items/services exchanged.
E3: Match local or national specialists with their roles.
- 5.2 Explain how trade creates interdependence.
Essence: *Trade creates interdependence*
E1: Identify reasons why goods/services are traded.
E2: Given a scenario involving trade, identify which parties depend on each other.
E3: Match goods/services that are traded in order to produce a specified item.
- 5.3 Demonstrate how international trade links countries around the world and can improve the economic welfare of nations.
Essence: *Economic relationships*
E1: Describe effects of international trade.
E2: Given a scenario, identify positive outcomes that occurred from trading.
E3: Match goods/services with their country of origin.

Standard 1 - Maps

1a - 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.

- 5.1 Apply mental maps to ask and answer questions that require awareness of the relative location of places.
Essence: Mental maps
 E1: Use a mental map based on a map recently viewed to answer simple questions.
 E2: Use a mental map of a school or classroom to answer simple questions.
 E3: Answer questions related to relative space (e.g., over, under, next to).
- 5.2 Demonstrate the ability to locate places on maps and globes using a grid system such as latitude and longitude.
Essence: Locate places on maps or globes
 E1: Locate a place on a map or globe using a grid system.
 E2: Identify a latitude line or a longitude line.
 E3: Identify the location of specified points on a local map (e.g., school, mall, park).
- 5.3 Identify the contrasts between maps of different scales and projections.
Essence: Map scales and projections
 E1: Identify maps depicting the same area using different projections or orientations.
 E2: Identify differences between two maps.
 E3: Given a purpose, determine the most appropriate map to use.
- 5.4 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.
Essence: Mental maps
 E1: Given an outline map of the United States, identify major features (e.g., states, cities, bodies of water).
 E2: Given an outline map of Delaware, identify major features (e.g., counties, cities, bodies of water).
 E3: Given a labeled map of Delaware, locate major features.

Standard 2 - Environment

2a - 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.

- 5.1 Identify ways in which physical features can be altered by human activity.
Essence: Impact of human activity on physical features
 E1: Describe how humans can alter physical features.
 E2: Provide examples of physical features that have been altered by humans.
 E3: Identify physical features.
- 5.2 Explain how humans have adapted to different environments.
Essence: Human adaptations to different environments
 E1: Describe how humans adapt depending on the environment (e.g., climate, location).
 E2: Provide examples of appropriate clothing or activities for an environment.
 E3: Match appropriate clothing or activities to an environment.

Standard 2 - Environment

2a - 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. (continued)

- 5.3 Predict how an environmental change will affect humans and how human activity can cause environmental change.
Essence: Environmental changes affect human activity and vice versa
 E1: Describe environmental changes that can affect human activity and vice versa.
 E2: Identify environmental changes that can affect human activity (e.g., cars and pollution, warm waters and shark attacks).
 E3: Match environmental changes to how they affect human activity.
- 5.4 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.
Essence: Human activity affects the physical environment and vice versa
 E1: Compare human activity in Delaware to other states or regions as related to their physical environments.
 E2: Identify human activities based on where a person lives.
 E3: Match human activities to physical environments.

Standard 3 - Places

3a - Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and the United States.

- 5.1 Explain the concepts of *site and situation*.
Essence: Site and situation
 E1: Given a site, describe its geographic situation.
 E2: Match the terms site and situation to their definitions.
 E3: Identify your site and geographic situation within the building.
- 5.2 Apply site and situation to explain why places are of different size and different levels of economic activity.
Essence: Impact of site and situation on economic activity
 E1: Given a site, describe the population and jobs found in the area.
 E2: Given a familiar site, identify the population and jobs found in the area.
 E3: Sort jobs found in different sites.
- 5.3 Understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and the United States.
Essence: Locations of human settlements
 E1: Given locations, explain the reasons for settlement.
 E2: Given reasons for settlement, match to geographic locations (e.g., farmer and Midwest, fisherman and coast).
 E3: Given human activities, match to geographic area where they take place (e.g., sunbathing/swimming and beach, sports and gym).

Standard 4 - Regions

4a - 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.

- 5.1 Explain why a place is unique.
Essence: Every place is different
 E1: Name two places and explain how they are different.
 E2: Name something special about Delaware that makes it different from other places.
 E3: Identify something about your classroom that is different from another room.
- 5.2 Explain how a place changes over time.
Essence: Places change over time
 E1: Given a place, describe how it has changed over time.
 E2: When presented with a picture of the same place in the past and in the present, identify what has changed.
 E3: Identify a place in your school or community that has changed over time.
- 5.3 Explain how a place's distinctiveness is affected by its location relative to larger physical, cultural, political, and economic regions.
Essence: Places are affected by their surroundings
 E1: Choose a region and describe how it is affected by its surroundings (e.g., physically, culturally, politically, economically).
 E2: Identify features of the surroundings that affect our community/region.
 E3: Identify features of the surroundings that affect our school/classroom.
- 5.4 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.
Essence: Communities are made up of physical and cultural features
 E1: Categorize features as physical or cultural.
 E2: Identify physical and cultural features of your region.
 E3: Match physical features with their corresponding map locations.

Standard 1 - Chronology

1a - 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.

- 5.1 Create a chronology from selected historical materials.
Essence: Chronological order of historical materials
E1: Create a timeline of a historical period.
E2: Given events of a historical period, put in chronological order.
E3: Match historical events with the time period in which they occurred.
- 5.2 Predict cause or effect from a chronology and selected historical materials.
Essence: Cause and effect from historical materials
E1: Define cause and effect and give a historical example.
E2: Identify cause and effect within a given historical example.
E3: Match cause and effect to the corresponding historical example.
- 5.3 Study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.
Essence: Impact of cause and effect on other events
E1: Given a historical time period, use cause and effect to explain how the events are connected.
E2: Given a historical time period, identify events that are connected.
E3: Match an event and related people with a historical period.

Standard 2 - Analysis

2a - Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

- 5.1 Explain why a historical source would be considered either a primary or secondary historical source.
Essence: Primary and secondary sources
E1: Define primary source and secondary source.
E2: Identify primary and secondary sources.
E3: Match the terms primary source and secondary source to corresponding examples.
- 5.2 Explain how a specific historical source would be used to draw a historical conclusion.
Essence: Drawing conclusions using historical sources
E1: Explain events using historical sources.
E2: Given a source, identify what information can be gathered.
E3: Match information with its source.
- 5.3 Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.
Essence: Primary and secondary sources provide historical data
E1: Given a primary or secondary source, describe the related historical information.
E2: Identify artifacts and documents as either primary or secondary sources.
E3: Categorize given artifacts and documents as either primary or secondary sources.

Standard 2 - Analysis

2b - Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

- 5.1 Arrange selected historical sources chronologically.
Essence: Chronology of historical sources
E1: Use historical sources to create a timeline.
E2: Sequence the order of historical sources.
E3: Match the historical source to a given timeline.
- 5.2 Identify cause and effect from chronologically arranged historical sources.
Essence: Cause and effect from historical sources
E1: Describe the cause and effect related to a historic period or event on a given timeline.
E2: Given a historical timeline, match the cause to the corresponding effect (e.g., taxation without representation led to the Revolutionary War).
E3: Match a cause or effect with a given situation/event (e.g., Dust Bowl led to a migration to California).
- 5.3 Examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.
Essence: Chronology and analysis of change over time
E1: Given a region, create a timeline and explain the change in events.
E2: Given a region, create a timeline.
E3: Match descriptions with the corresponding timelines.

Standard 3 - Interpretation

3a - 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.

- 5.1 Explain why point of view can alter historical accounts.
Essence: Impact of point of view on historical accounts
E1: Given a historical document, explain the author's point of view.
E2: Match historical documents with given points of view.
E3: Match historical documents to corresponding authors.
- 5.2 Explain why using different historical evidence can alter historical accounts.
Essence: Historical evidence alters historical accounts
E1: Given historical evidence about the same event, describe similarities and differences.
E2: Given historical evidence about the same event, identify similarities or differences.
E3: Categorize historical evidence by given points of view.
- 5.3 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.
Essence: Historical accounts of the same event differ
E1: Compare and contrast two different historical accounts of the same event.
E2: Given historical evidence about the same event, identify similarities or differences.
E3: Match historical accounts to corresponding points of view.

Grade Band 6-8



Standard 1 - Government**1a - Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.**

8.1 Explain why governments have different powers.

Essence: Powers of government

E1: Compare/contrast powers of federal and state government.

E2: Sort government powers from non-government powers.

E3: Identify powers of government.

8.2 Explain how different powers of governments are used.

Essence: Powers of government

E1: Describe how a given power of federal government is used.

E2: Categorize powers of federal and state government.

E3: Identify powers of government.

8.3 Understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.

Essence: Powers of government

E1: Describe a given power of federal government.

E2: Categorize powers of federal and state government.

E3: Identify powers of government.

1b - Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.

8.1 Explain how different levels of governments meet different needs.

Essence: Levels of government

E1: Match levels of government with associated needs.

E2: Sort responsibilities by level of government.

E3: Identify levels of government.

8.2 Explain why the United States has a federalist government.

Essence: Federalist government

E1: Define federalism or federalist government.

E2: Categorize powers of federal and state government.

E3: Match given responsibilities with federal or state government.

8.3 Analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.

Essence: Functions of government vary by level

E1: Identify responsibilities of several levels of government.

E2: Sort responsibilities by level of government.

E3: Match one level of government with its responsibilities.

Standard 2 - Politics**2a - Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.**

- 8.1 Explain why the Bill of Rights and other amendments that protect individual rights have become part of the U.S. Constitution.
Essence: Bill of Rights
E1: Describe the importance of the Bill of Rights.
E2: Match rights protected by the Bill of Rights with real-life examples.
E3: Identify rights protected by the Bill of Rights.
- 8.2 Explain why it is necessary to protect the rights of minorities.
Essence: Protection of the rights of minorities
E1: Identify examples of why it is necessary to protect the rights of minorities.
E2: Match minorities' rights with real-world examples.
E3: Identify examples of the protection of minorities' rights.
- 8.3 Explain how the Bill of Rights protects minority groups from discrimination.
Essence: Protection from discrimination
E1: Match examples of discrimination with the rights that were violated.
E2: Identify examples of discrimination.
E3: Identify examples of how rules protect individuals.
- 8.4 Understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.
Essence: Majority rule and protection of minority rights
E1: Describe examples of majority rule and protection of the rights of minorities.
E2: Describe examples of majority rule.
E3: Identify examples of majority rule.

2b - Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.

- 8.1 Identify the principles upon which the U.S. government is founded.
Essence: Principles of U.S. government
E1: Identify examples of the principles of U.S. government.
E2: Match symbols of the U.S. with the principles they represent (e.g., liberty bell and freedom, scales and justice).
E3: Identify symbols of the U.S.
- 8.2 Explain how the principles upon which the U.S. government is founded have been applied.
Essence: Application of the principles of U.S. government
E1: Connect the principles of U.S. government with real-world examples.
E2: Match symbols of the U.S. with the principles they represent (e.g., liberty bell and freedom, scales and justice).
E3: Identify symbols of the U.S.

Standard 2 - Politics**2b - Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers. (continued)**

- 8.3 Understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.
Essence: Major American state papers
E1: Connect main ideas with major American state papers.
E2: Identify major American state papers.
E3: Sort major American state papers from other documents.

Standard 3 - Citizenship**3a - Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.**

- 8.1 Explain how civil rights guaranteed to U.S. citizens protect individual liberty.
Essence: Civil rights protect freedom
E1: Describe how civil rights protect citizens.
E2: Identify the associated civil right for a given real-world example.
E3: Match real-world examples with associated civil rights.
- 8.2 Explain how property rights guaranteed to U.S. citizens protect individual liberty.
Essence: Property rights protect freedom
E1: Describe how property rights protect citizens.
E2: Provide examples of property rights.
E3: Identify examples of property.
- 8.3 Understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.
Essence: Civil rights and property rights are protections
E1: Describe how civil rights or property rights protect citizens.
E2: Name differences between civil rights and property rights.
E3: Classify rights as civil rights or property rights.

3b - Students will understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service.

- 8.1 Identify the responsibilities of a citizen.
Essence: Responsibilities of a citizen
E1: List responsibilities of a citizen.
E2: Classify actions as responsibilities or non-responsibilities.
E3: Identify responsibilities of a student.

Standard 3 - Citizenship**3b - Students will understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service. (continued)**

- 8.2 Explain why meeting the responsibilities of a citizen helps to preserve individual freedoms.
Essence: Responsibilities preserve freedom
E1: Describe how responsibilities affect freedom.
E2: List the importance of responsibilities.
E3: Identify examples of a citizen's responsibilities.
- 8.3 Understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service.
Essence: Responsibilities of American citizens
E1: Describe a specific responsibility of American citizens.
E2: List responsibilities of American citizens.
E3: Identify responsibilities of American citizens.

Standard 4 - Participation**4a - Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.**

- 8.1 Explain why citizens should communicate with public officials about public policy.
Essence: Communication with public officials
E1: Explain benefits of communicating with public officials.
E2: Categorize benefits of communicating from consequences of not communicating with public officials.
E3: Identify public officials.
- 8.2 Identify ways to effectively communicate with public officials about public policy.
Essence: Communication with public officials
E1: Connect a public policy issue with a public official.
E2: Identify several ways of communicating with public officials.
E3: Identify ways of communicating with others.
- 8.3 Follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.
Essence: Communication with public officials
E1: Employ a way of communicating with a public official about a selected topic.
E2: Sort advantages from disadvantages of different ways of communicating with public officials.
E3: Identify topics that can be discussed with public officials.

Standard 1 - Microeconomics

1a - Students will analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.

- 8.1 Identify and explain factors that shift supply or demand in markets.
Essence: Supply and demand
E1: Identify factors that affect supply or demand.
E2: Identify whether a factor increases or decreases supply or demand.
E3: Select which product is in higher demand in a particular situation (e.g., season of the year).
- 8.2 Predict changes to the price of a good or service based on changes in supply or demand.
Essence: Supply and demand
E1: Explain why a price increased or decreased for a given scenario.
E2: Determine whether the price would increase or decrease in a given scenario.
E3: Given a price change, identify if the price increased or decreased.
- 8.3 Analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.
Essence: Technology, costs, and demand impact price
E1: Explain how technology impacts the market in a given scenario.
E2: Match products with the reason for demand (e.g., iPod and latest technology).
E3: Identify factors that contribute to changes in the price of goods or services.

Standard 2 - Macroeconomics

2a - Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.

- 8.1 Explain how the supply of money in an economy can affect economic growth.
Essence: Economic growth
E1: Describe how money impacts a community (e.g., if less people have money to buy ice cream, the ice cream shop may close).
E2: Connect how a change in personal income (e.g., allowance) may impact the economy.
E3: Identify economic benefits of spending money.
- 8.2 Explain how government policies can impact economic growth.
Essence: Economic growth
E1: Identify how a given government economic policy will affect economic growth.
E2: Connect government economic policies with their potential impacts.
E3: Match economic policies with real-life situations.
- 8.3 Analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.
Essence: Government taxes and spending affect the economy
E1: Describe the impact of higher or lower taxes.
E2: Identify taxable items and differences across states.
E3: Identify taxable items.

Standard 3 - Economic Systems**3a - Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.**

- 8.1 Explain how the amount and quality of resources and technology can influence the economic decision-making of producers and consumers.
Essence: Resources affect economic decision-making
 E1: Describe how technology has changed the way something is produced.
 E2: Identify ways that using technology would change products.
 E3: Match products with the ways they are produced or distributed.
- 8.2 Explain how cultural values can influence the factors of production, methods of distribution, and means of exchange.
Essence: Influence of cultural values on economics
 E1: Given a scenario, explain how values might influence production, distribution, or exchange.
 E2: Given a scenario, identify a particular value that may influence production, distribution, or exchange.
 E3: Match a cultural value with its economic impact.
- 8.3 Demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.
Essence: Influence of cultural values on economics
 E1: Given a product, explain how production or distribution could be affected by cultural values, resources or technology (e.g., making baskets by hand will not yield as many as making them in a factory).
 E2: Compare and contrast how a product is produced in different places.
 E3: Match a product with the way it is produced.

Standard 4 - International Trade**4a - Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.**

- 8.1 Explain how specialization creates interdependence.
Essence: Specialization creates interdependence
 E1: Give an example of two producers that are interdependent on one another (e.g., dairy farmer and an ice cream maker).
 E2: Given an example of two interdependent producers, explain how they are dependent on one another.
 E3: Given a scenario, identify the local or national specialists and items/services exchanged.
- 8.2 Analyze how government policies can affect trade.
Essence: Trade policies
 E1: Given a government policy, describe how it would affect trade.
 E2: Match government policies (e.g., tariff, embargo, quotas) with their possible impacts.
 E3: Match government policies (e.g., tariff, embargo, quotas) with their meanings.
- 8.3 Explain the costs and benefits to free trade policies.
Essence: Trade policies
 E1: Distinguish between costs and benefits of free trade.
 E2: Given a policy related to free trade, identify costs or benefits.
 E3: Identify examples of free trade.

Standard 4 - International Trade

4a - Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade. (continued)

8.4 Examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.

Essence: Specialization and interdependence

E1: Give an example of how two or more countries work together to create a product.

E2: Identify a major industry that is dependent on another country's resources.

E3: Match a major industry with resources that it depends on from another country.

Standard 1 - Maps

1a - Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.

- 8.1 Apply mental maps to ask and answer questions that require awareness of the relative location of places in the world's sub-regions.
Essence: Mental maps
 E1: Use a mental map based on a recently viewed world map to answer questions.
 E2: Use a mental map based on a recently viewed regional or state map to answer questions.
 E3: Use a mental map of a local area (e.g., school, park) to answer simple questions.
- 8.2 Explain how mental maps held by people in various sub-regions reflect different perceptions of the world.
Essence: Mental maps
 E1: Compare and contrast maps of the same region.
 E2: Construct and compare students' maps of the school.
 E3: Identify maps that depict the same place.
- 8.3 Demonstrate how different maps and geo-graphics can be used to display different characteristics of places in the world's sub-regions.
Essence: Map features
 E1: Given various types of maps, describe what the maps are depicting.
 E2: Match specified features with maps that provide information about the feature.
 E3: Match specified symbols with the features they indicate.
- 8.4 Demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.
Essence: Mental maps
 E1: Given an outline map of a world region, identify major features (e.g., countries, mountain chains, bodies of water).
 E2: Given an outline map of the United States, identify major features (e.g., states, cities, bodies of water).
 E3: Given a local/regional outline map, identify major features (e.g., cities, bodies of water, roads).

Standard 2 - Environment

2a - Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed, and been affected by, physical environments in the world's sub-regions.

- 8.1 Identify the processes that shape the natural environment.
Essence: Processes that shape the natural environment
 E1: Explain a process that has shaped the natural environment over time.
 E2: Identify processes that shape the natural environment.
 E3: Identify natural features that have changed over time.
- 8.2 Explain ways in which people change or affect the natural environment.
Essence: Impact of people on the environment
 E1: Investigate how or why humans change the natural environment.
 E2: Identify reasons why humans have changed the environment.
 E3: Identify changes humans have made to the environment.

Standard 2 - Environment

2a - Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed, and been affected by, physical environments in the world's sub-regions. (continued)

- 8.3 Apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed, and been affected by, physical environments in the world's sub-regions.
Essence: Effect of natural environments on people in different regions of the world
 E1: Compare and contrast the natural environment and human activities of two regions.
 E2: Identify natural environments and the human activities in each.
 E3: Match the region to the physical environment and human activities.

Standard 3 - Places

3a - Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.

- 8.1 Identify the world's major cultural hearths and the extent of their geographic influence, using concepts of core and periphery.
Essence: Influence of cultural hearths on different regions
 E1: Describe the impact of a given cultural hearth on a region.
 E2: Identify a cultural hearth and characteristics or activities that have come from that location.
 E3: Match a cultural hearth with characteristics or activities that have come from that location.
- 8.2 Apply the different processes of geographic diffusion to show how different places around the world are affected by the spread of ideas from cultural hearths.
Essence: Spread of culture and ideas to different places
 E1: Choose aspects of a culture and explain how they have spread to other regions.
 E2: Given a culture, identify aspects that have spread to other regions.
 E3: Categorize cultural ideas with the corresponding cultural hearth.
- 8.3 Identify and explain the major cultural patterns of human activity in the world's sub-regions.
Essence: Human activity is different depending on the region
 E1: Compare and contrast human activities and cultures in different regions.
 E2: Identify human activities that are specific to a given region.
 E3: Match human activities to specific regions.

Standard 4 - Regions

4a - Students will understand the processes affecting the location of economic activities in different world regions.

- 8.1 Identify types of geographic regions.
Essence: Types of geographic regions
 E1: Match the states to the correct region (e.g., Northeast, Midwest, Pacific, Mid-Atlantic, Northwest).
 E2: List two regions in the U.S.
 E3: Identify regions on a map.

Standard 4 - Regions

4a - Students will understand the processes affecting the location of economic activities in different world regions. (continued)

- 8.2 Explain the factors that affect the location of economic activities.
Essence: Factors that affect economic activities
 E1: Identify a geographic region and provide a product or resource from that area.
 E2: Identify economic activities.
 E3: Match locations in the U.S. to economic activities.
- 8.3 Explain how specialized economic regions are created and how they might change.
Essence: Specialization of economic regions
 E1: Cite an example of how a region's economic specialization may change (e.g., manufacturing plant closing, heat wave kills crops).
 E2: Match the product to the region in which it is made.
 E3: Select a product/resource that is made in a local region.
- 8.4 Understand the processes affecting the location of economic activities in different world regions.
Essence: Economic activities
 E1: Identify two places that have the same economic activity.
 E2: Match the economic activity to the correct region.
 E3: Identify economic activities specific to a local region.

4b - Students will explain how conflict and cooperation among people contribute to the division of the Earth's surface into distinctive cultural and political territories.

- 8.1 Explain why people identify with a territory and the ways they use borders to geographically define it.
Essence: Geographical boundaries
 E1: Given a map, identify a border/boundary of a state or country.
 E2: Identify natural borders.
 E3: Identify boundaries within your school or community.
- 8.2 Explain how culture and resources often form the basis for territories.
Essence: Influence of culture and resources on territories
 E1: Explain aspects of culture that are specific to a given region.
 E2: Given a region, identify cultural characteristics or resources that are specific to the area.
 E3: Identify aspects of culture that are specific to the school (e.g., school colors, mascot).
- 8.3 Explain how a people's territorial identity may cause conflict.
Essence: Territory and conflict
 E1: Identify a territory of conflict and explain the reason for conflict (e.g., Middle East, South & North Korea, Civil War).
 E2: Identify various reasons for territorial conflict.
 E3: Identify territories of conflict.

Standard 4 - Regions

4b - Students will explain how conflict and cooperation among people contribute to the division of the Earth's surface into distinctive cultural and political territories. (continued)

8.4 Explain how conflict and cooperation among people contribute to the division of the Earth's surface into distinctive cultural and political territories.

Essence: Conflict/cooperation contribute to territories

E1: Choose a territory that has been formed by conflict or cooperation and explain why.

E2: Sort territories into those formed by conflict or cooperation.

E3: Given a map, identify areas of conflict or cooperation.

Standard 1 - Chronology

1a - Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

8.1 Analyze long-term change using historical materials.

Essence: Change over time

E1: Identify a historical period of change and provide reasons for the changes.

E2: Identify specific changes during a historical time period.

E3: Given familiar items from the past, identify changes made over time.

8.2 Draw conclusions from historical materials to explain the causes or effects of historical trends and themes.

Essence: Cause and effect of historical trends and themes

E1: Determine if an item from a time period has been replaced and explain the reason why or why not.

E2: Given a set of items from various time periods, sort into currently used or replaced.

E3: Match items from the past with their contemporary counterparts.

8.3 Examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

Essence: Historical change over time

E1: Given a historical time period of a region, describe changes over time.

E2: Given a historical time period of a region, identify changes over time.

E3: Match historical changes to a given region.

Standard 2 - Analysis

2a - Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena.

2b - Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

8.1 Explain how to investigate a historical question.

Essence: Investigation of historical questions

E1: Given a historical question, generate sub-questions to investigate.

E2: Given a historical question, gather information to investigate.

E3: Given historical questions, identify ways to gather information.

8.2 Conduct valid historical research and create valid historical conclusions from the examination of primary and secondary historical sources.

Essence: Conduct research through historical sources

E1: Given a historical question, draw conclusions using primary and secondary sources.

E2: Given a historical question, identify relevant information from a primary or secondary source.

E3: Categorize historical sources as primary or secondary.

Standard 2 - Analysis

2a - Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena. (continued)

2b - Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed. (continued)

8.3 Explain why a given historical source is credible.

Essence: Credible historical sources

E1: Categorize historical sources as credible or non-credible.

E2: Identify reasons why historical sources would not be credible.

E3: Identify if given information is credible (e.g., true or false).

8.4 Analyze a historical document to explain its purpose, perspective, or point of view.

Essence: Purpose of historical documents

E1: Given a historical document, explain its purpose.

E2: Identify the purpose of historical documents.

E3: Match purposes to the corresponding documents.

8.5 Master the basic research skills necessary to conduct an independent investigation of historical phenomena.

Essence: Research skills

E1: Choose a historical topic and generate questions to investigate.

E2: Identify relevant information from primary and secondary sources to answer a given historical question.

E3: Given a historical question, identify primary and secondary sources.

8.6 Examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

Essence: Examination of historical documents

E1: Choose historical materials and draw conclusions regarding credibility based on point of view.

E2: Given historical documents or materials, identify the point of view.

E3: Match historical documents or materials with associated people.

Standard 3 - Interpretation

3a - Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.

8.1 Identify the historical source(s) used to reach a given historical conclusion.

Essence: Historical sources

E1: Given a historical conclusion, identify sources used.

E2: Match a historical source to the corresponding historical conclusion.

E3: Identify historical sources.

Standard 3 - Interpretation**3a - Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions. (continued)**

8.2 Explain why historians using the same historical sources can reach different historical conclusions.

Essence: Different historical conclusions from the same sources

E1: Compare and contrast different historians' conclusions based on the same source.

E2: Given differing conclusions about a historical event, identify the sources used.

E3: Match historical sources with historians' conclusions.

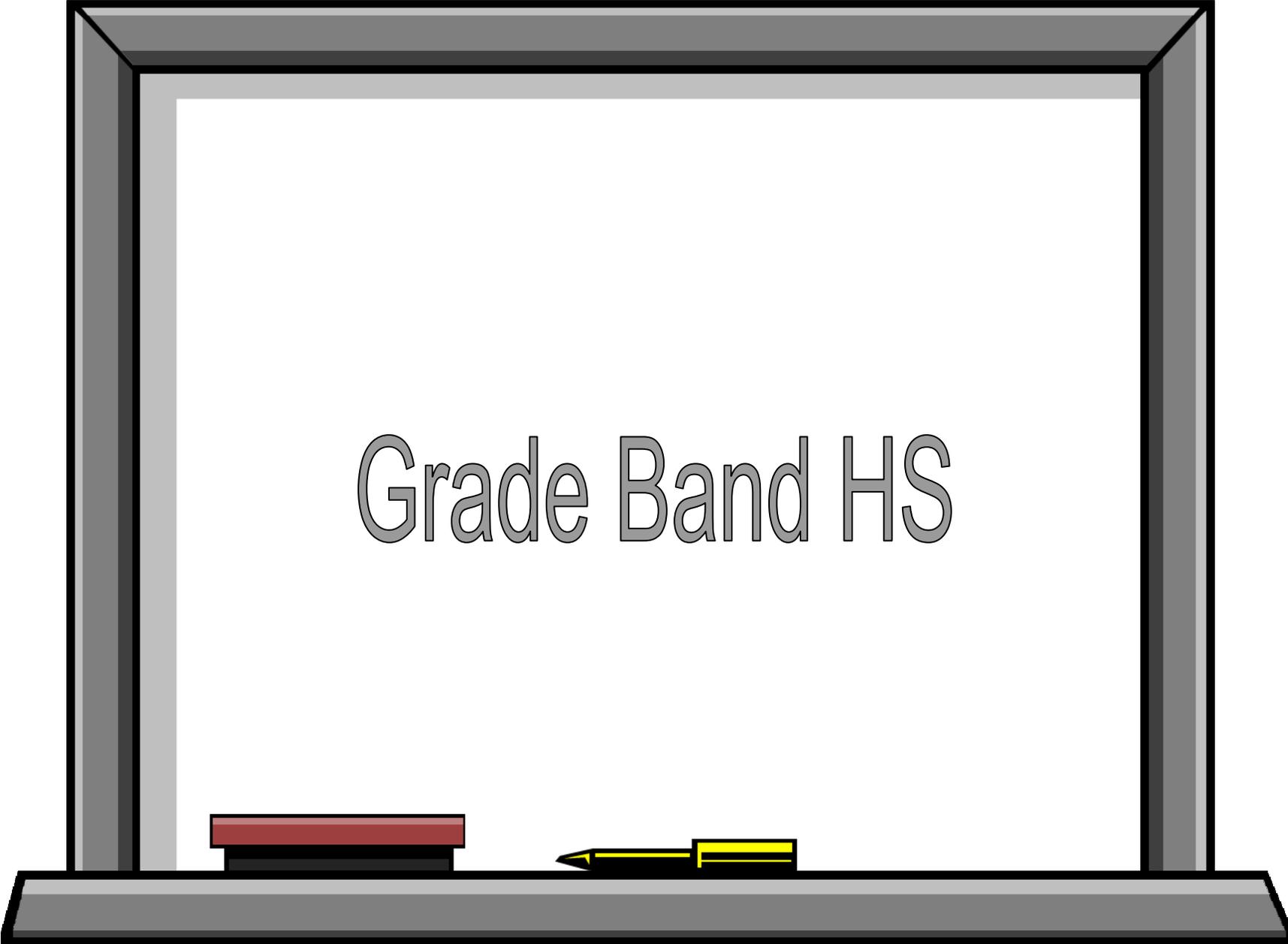
8.3 Compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.

Essence: Historical descriptions

E1: Compare two different historians' descriptions of the same society.

E2: Categorize various historians' descriptions of given societies (e.g., sort descriptions as relating to Ancient Greece or Ancient Egypt).

E3: Match historians' descriptions to corresponding societies.



Grade Band HS

Standard 1 - Government

1a - Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

HS.1 Identify differences in structure and purpose of a government from analyzing its culture or history.

Essence: Structures of governments

E1: Identify differences among given forms of government.

E2: Identify similarities among given forms of government.

E3: Match a structure of government with the corresponding country.

HS.2 Analyze the structure of different governments to explain why they differ.

Essence: Structures of governments

E1: Identify differences in structure among forms of government.

E2: Identify similarities in structure among forms of government.

E3: Identify forms of government.

HS.3 Analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

Essence: Structures of governments

E1: Identify characteristics of several forms of government and describe how they reflect cultural values.

E2: Identify characteristics of a given form of government.

E3: Identify forms of government.

Standard 2 - Politics

2a - Students will examine and analyze the extra-Constitutional role that political parties play in American politics.

HS.1 Explain why political parties exist in a democracy.

Essence: Political parties

E1: List characteristics of a given political party.

E2: Match political parties with their characteristics.

E3: Identify political parties.

HS.2 Explain how political parties contribute to democratic government.

Essence: Political parties in democracy

E1: Compare/contrast views of political parties.

E2: Describe the role of political parties in the election process.

E3: Match elected officials with the political party they represent.

HS.3 Examine and analyze the extra-Constitutional role that political parties play in American politics.

Essence: Role of political parties

E1: Describe the role of political parties in politics.

E2: List ways political parties foster civic responsibility.

E3: Identify responsibilities of political parties.

Standard 2 - Politics

2b - Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.

HS.1 Explain how the structures of government have adapted over time to reflect changes in American society and culture.

Essence: Changes in government

- E1: Explain the purpose of the Constitution and its amendments.
- E2: Describe the purpose of a given amendment.
- E3: Match a given amendment with its purpose.

HS.2 Understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.

Essence: Changes in government

- E1: Describe the role of amendments in changing government.
- E2: Identify the purpose of selected amendments.
- E3: Match a given amendment with its purpose.

Standard 3 - Citizenship

3a - Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.

HS.1 Explain why citizens need to participate in a democratic society.

Essence: Civic participation

- E1: Identify benefits of civic participation.
- E2: Identify ways citizens can participate in democracy.
- E3: Identify ways students can participate in their school or community.

HS.2 Explain ways in which citizens can participate in a democratic society.

Essence: Civic participation

- E1: Describe ways citizens can participate in democracy.
- E2: List ways citizens can participate in democracy.
- E3: Identify ways a person participates in a group.

HS.3 Understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.

Essence: Civic participation

- E1: Investigate a public policy issue and describe why the issue is important.
- E2: Identify ways to be informed about public issues.
- E3: Identify public issues.

Standard 4 - Participation**4a - Students will develop and employ the skills necessary to work with government programs and agencies.**

HS.1 Identify situations in which communicating with government agencies would benefit citizens.

Essence: Communication with government agencies

- E1: List benefits of communicating with government agencies regarding policy issues/situations.
- E2: Connect a policy issue/situation with a related government agency.
- E3: Identify government agencies.

HS.2 Explain how to communicate with government agencies.

Essence: Communication with government agencies

- E1: Employ a way of communicating with a government agency about a selected topic.
- E2: Sort effective from ineffective ways of communicating with government agencies.
- E3: Identify ways of communicating with government agencies.

HS.3 Develop and employ the skills necessary to work with government programs and agencies.

Essence: Communication with government agencies

- E1: Connect a policy issue/situation with a related government agency and determine how to best communicate with the agency.
- E2: List key issues and supporting information for communication with an agency about a selected issue/problem.
- E3: Identify ways to communicate about a selected issue/problem with the appropriate agency.

4b - Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.

HS.1 Explain how to organize or work within a political party to elect a candidate.

Essence: Participation within a political party

- E1: List benefits of working within a political party.
- E2: Identify ways to work within a political party.
- E3: Identify political parties.

HS.2 Explain how different citizen's groups have engaged in protest against a government or other official group.

Essence: Public interest groups

- E1: Describe ways public interest groups can communicate concerns/issues.
- E2: Match public interest groups to their interests or related issues.
- E3: Identify public interest groups (e.g., Green Peace, Humane Society, PETA).

HS.3 Argue for or against a proposed policy to an appropriate commission or task-force.

Essence: Policy debates

- E1: Locate information to support a given position and present.
- E2: Identify information to support a given position.
- E3: Select a position on an issue based on information presented in a debate.

Standard 4 - Participation

4b - Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group. (continued)

HS.4 Understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.

Essence: Process of working in a political group

E1: Describe the advantages of working within a political party, commission, or citizen's group.

E2: Match multiple citizen/student groups with the interest they represent and select a group of interest.

E3: Identify multiple citizen/student groups and select one of interest.

Standard 1 - Microeconomics

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.

HS.1 Explain how markets create incentives that impact decisions of individual consumers, producers, and government.

Essence: Incentives impact economic decisions

E1: Explain how a sale influences consumer and producer behavior.

E2: Determine how advertisements (e.g., commercials) benefit producers and consumers.

E3: Identify various economic incentives (e.g., coupons, sales).

HS.2 Explain how competition creates efficiency in markets.

Essence: Competition creates efficiency

E1: Explain the impact of competition in the market (e.g., more suppliers lowers prices).

E2: Identify effects of competition in the market.

E3: Identify companies that are in competition with each other (e.g., Coke, Pepsi).

HS.3 Explain how government policies can impact economic choices.

Essence: Government policies impact economic choices

E1: Explain how a given government economic policy will impact consumers.

E2: Match government policy with possible effects.

E3: Identify how school policy affects students.

HS.4 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.

Essence: Economic choices in a market economy

E1: Provide reasons why a particular good or service is not available everywhere.

E2: Choose which location is going to have more consumer choices (e.g., more restaurants in an urban or rural area?).

E3: Match a product to the area where it is more readily available.

Standard 2 - Macroeconomics

2a - Students will develop an understanding of how economies function as a whole, including the causes and effect of inflation, unemployment, business cycles, and monetary and fiscal policies.

HS.1 Explain why an economy is interdependent.

Essence: Economies are interdependent

E1: Describe how two businesses rely on each other and why it is necessary for the businesses to work together.

E2: Describe how two businesses rely on each other (e.g., dairy farmer, grocery store).

E3: Match businesses that rely on each other.

HS.2 Explain how government policies can impact economic stability.

Essence: Economic stability

E1: Identify how a given government economic policy will affect economic stability.

E2: Connect government economic policies with their potential impacts.

E3: Match economic policies with real-life situations.

Standard 2 - Macroeconomics

2a - Students will develop an understanding of how economies function as a whole, including the causes and effect of inflation, unemployment, business cycles, and monetary and fiscal policies. (continued)

HS.3 Develop an understanding of how economies function as a whole, including the causes and effect of inflation, unemployment, business cycles, and monetary and fiscal policies.

Essence: Factors that impact the economy

E1: Describe the causes and effects of inflation.

E2: Identify reasons for unemployment.

E3: Classify real-life scenarios as examples of employment or unemployment.

Standard 3 - Economic Systems

3a - Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.

HS.1 Identify challenges faced by a country transitioning from a command to a market economy, and explain why the economic goals will change in that country.

Essence: Challenges in transitioning economies

E1: Given a scenario, identify challenges when transitioning from a command to a market economy.

E2: Compare and contrast characteristics of market and command economies.

E3: Identify characteristics of a market economy or command economy.

HS.2 Explain how emphasizing specific economic goals will affect a country's economy, and analyze a country's effectiveness in achieving its economic goals.

Essence: Economic goals

E1: Given a specific economic goal, predict the impact it will have on the economy.

E2: Given a scenario, identify the economic goal.

E3: Identify a personal economic goal.

HS.3 Explain how emphasizing specific economic goals in a country will change incentives for producers and consumers.

Essence: Economic goals

E1: Given economic goals and incentives, identify the impact on producers or consumers.

E2: Given economic goals, identify incentives for producers or consumers.

E3: Identify a personal economic incentive.

HS.4 Analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.

Essence: Transition from command to market economy

E1: Identify opportunities and consequences when changing from a command to a market economy.

E2: Given a scenario, identify challenges when transitioning from a command to a market economy.

E3: Match economic characteristics to market and command economies.

Standard 4 - International Trade

4a - Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.

HS.1 Explain why producers and consumers in different nations choose to trade.

Essence: International trade

E1: Infer how products from one country can benefit another country.

E2: Given a scenario, determine why countries choose to trade.

E3: Identify benefits of international trade.

HS.2 Explain how international trade will affect a nation's standard of living.

Essence: Standard of living

E1: Identify products that are traded and how they benefit the country.

E2: Given a trading scenario, identify how it benefits the U.S. economy.

E3: Given a trading scenario, identify how it benefits consumers.

HS.3 Explain how governments impact the economic decisions of producers and consumers engaging in international trade.

Essence: Government impact on trade

E1: Given an example of a government policy, describe how it will affect trade.

E2: Match government policies (e.g., tariff, embargo, quotas) with their possible impacts.

E3: Match government policies (e.g., tariff, embargo, quotas) with their meanings.

HS.4 Analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.

Essence: Distribution of world resources

E1: Describe factors that encourage and discourage trade.

E2: Identify factors that encourage or discourage trade.

E3: Determine whether given factors will encourage or discourage trade.

Standard 1 - Maps

1a - Students will identify geographic patterns which emerge when data is mapped, and analyze mapped patterns through the application of such common geographic principles as “hierarchy,” “accessibility,” “diffusion” and “complementarity.”

HS.1 Identify the geographic principles of “hierarchy,” “accessibility,” “diffusion,” and “complementarity” found in mapped patterns.

Essence: Mapped patterns

E1: Identify patterns on a map and discuss what the pattern represents.

E2: Match geographic principles (e.g., hierarchy, accessibility, diffusion) with their definitions.

E3: Identify patterns on a map.

HS.2 Identify geographic patterns which emerge when data is mapped, and analyze mapped patterns through the application of such common geographic principles as “hierarchy,” “accessibility,” “diffusion” and “complementarity.”

Essence: Geographic patterns

E1: Describe patterns of diffusion based on maps.

E2: Identify which geographic principle (e.g., accessibility, diffusion, complementarity) a given map depicts.

E3: Identify a location in Delaware based on the principle of hierarchy (e.g., “Dover, Kent County, Delaware”).

1b - Students will apply the analysis of mapped patterns to the solution of problems.

HS.1 Identify the correct data to apply to a geographic problem.

Essence: Using data to understand geographic problems

E1: Use mapped data to answer questions about a geographic problem.

E2: Select the societal problem depicted by mapped data.

E3: Identify patterns in mapped data.

HS.2 Explain how a societal problem can be solved through geographic analysis of mapped patterns.

Essence: Using mapped patterns to solve problems

E1: Describe challenges and solutions to a societal problem based on mapped patterns.

E2: Identify possible solutions to a societal problem based on mapped patterns.

E3: Given a mapped pattern, identify challenges within a particular region.

HS.3 Explain how technology can be used to create and analyze mapped patterns.

Essence: Use of technology to map patterns

E1: Locate an example of mapped data created with the use of technology and describe the patterns depicted.

E2: Match mapped data with the technology used to collect or map the data.

E3: Name technologies that can be used to create mapped patterns.

HS.4 Apply the analysis of mapped patterns to the solution of problems.

Essence: Using mapped patterns to solve problems

E1: Describe possible solutions to a societal problem based on mapped patterns.

E2: Match possible solutions to a societal problem to mapped data.

E3: Given a mapped pattern, identify possible problems within a particular region.

Standard 2 - Environment

2a - Students will understand the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales.

HS.1 Explain how a human change to the environment alters the way energy is used in natural ecosystems.

Essence: Environmental change alters the way energy is used

E1: Describe the way humans harness energy from natural resources.

E2: Match natural resources to the corresponding technology (e.g., sun and solar panel).

E3: Identify natural resources humans use for energy (e.g., wind turbines, solar panels, water dam).

HS.2 Predict the consequences of human alterations to the natural environment.

Essence: Impact of human alteration to the natural environment

E1: Given a scenario, draw a conclusion on the consequences human activity will have on a natural environment.

E2: Given a scenario, identify consequences of human activity on a natural environment.

E3: Match consequences to the appropriate scenarios involving human activity's impact on the natural environment.

HS.3 Explain how understanding the ways in which people perceive the natural environment will help to understand their behavior.

Essence: Peoples' perceptions of their natural environments impact their behavior

E1: Compare and contrast activities that occur in environments (e.g., skiing in the mountains compared to surfing in the ocean).

E2: List activities specific to different regions.

E3: Match human activities to given environments.

HS.4 Understand the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales.

Essence: Human effects on ecosystems

E1: Describe the cause and effect of human activities on various ecosystems.

E2: Given a scenario with a change in the environment, identify effects on the ecosystem.

E3: Identify human activities that affect ecosystems.

Standard 3 - Places

3a - Students should understand the processes which result in distinctive cultures, economic activity and settlement form in particular locations across the world.

HS.1 Explain how different cultural values shape the character of places.

Essence: Cultural values shape places

E1: Analyze how cultural values shape places.

E2: Identify cultural values that have shaped a given place.

E3: Match cultural values to corresponding regions.

HS.2 Explain how the geographic convergence and divergence of cultures will affect changes in the character of places.

Essence: Convergence and divergence of cultures

E1: Define convergence and divergence and give an example of each.

E2: Categorize given examples as convergent or divergent.

E3: Identify given countries/regions as having similar or different cultures.

Standard 3 - Places

3a - Students should understand the processes which result in distinctive cultures, economic activity and settlement form in particular locations across the world. (continued)

HS.3 Explain how places are globally interdependent.

Essence: Global interdependence

- E1: Provide examples of global interdependence.
- E2: Identify how people in one region rely on people in another region.
- E3: Categorize examples as interdependent or not interdependent.

HS.4 Understand the processes which result in distinctive cultures, economic activity and settlement form in particular locations across the world.

Essence: Cultural and economic activities

- E1: Predict economic activities that could take place in given locations.
- E2: Identify economic activities that take place in given regions.
- E3: Match economic activities with corresponding regions.

Standard 4 - Regions

4a - Students will apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth's changing complexity.

HS.1 Explain the advantages and disadvantages of using human and physical features as boundaries for regions.

Essence: Advantages and disadvantages of human and physical features as boundaries

- E1: Given a scenario with human or physical boundaries, describe advantages and disadvantages.
- E2: Identify physical and human boundaries.
- E3: Identify a physical boundary on a map.

HS.2 Demonstrate an ability to construct a region from a given data set.

Essence: Using data to construct regions

- E1: Use geographic data to draw conclusions about a region.
- E2: Identify demographics of a region using geographic data.
- E3: Match geographic data with a symbol associated with the demographics of the region.

HS.3 Explain how and why regions change over time in order to analyze and solve problems.

Essence: Regional adaptations

- E1: Identify a region and draw conclusions of the adaptations over time.
- E2: Given a region, identify adaptations over time.
- E3: Match regions with the corresponding adaptations.

HS.4 Apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth's changing complexity.

Essence: Boundaries continually change the Earth

- E1: Compare a former map to a current map of the same area and analyze the boundary changes.
- E2: Categorize map pairs (a former and a current map of the same area) by changing boundaries.
- E3: Given a former map and a current map of the same area, identify boundary changes.

Standard 1 - Chronology

1a - Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

HS.1 Explain the causes and effects of historical ideas or trends.

Essence: Impact of historical ideas or trends

E1: Describe the cause and effect of a given historical idea or trend.

E2: Given a list of historical ideas or trends, match with the corresponding cause and effect.

E3: Match the cause of a historical event with its effect.

HS.2 Apply the interpretation of historical materials, ideas, and trends to contemporary issues.

Essence: Interpreting history's impact on the present day

E1: Select a historical idea or trend and connect its importance to present day.

E2: Given a historical idea or trend, identify connections to present day.

E3: Match historical items with their contemporary counterparts.

HS.3 Analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Essence: Development of ideas or trends over time impact historical patterns

E1: Explain why certain ideas or trends lead history to repeat itself.

E2: Categorize historical themes as from the past, present, or both.

E3: Sequence the development of historical ideas, trends, or materials across time.

Standard 2 - Analysis

2a - Students will develop and implement effective research strategies for investigating a given historical topic.

2b - Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

HS.1 Explain how to identify the differences between historical facts and historical interpretations.

Essence: Historical facts and interpretations

E1: Choose a historical document, identify if it is factual or an interpretation, and explain why.

E2: Provide examples of historical materials that are factual or interpretations.

E3: Categorize given historical materials as facts or interpretations.

HS.2 Explain how to use documents and artifacts to conduct research and draw conclusions.

Essence: Conduct research using historical materials

E1: Choose a topic, develop historical research questions, and identify historical materials to draw conclusions.

E2: Given a historical topic, develop research questions to investigate.

E3: Given a historical question, identify historical materials to draw conclusions.

Standard 2 - Analysis

2a - Students will develop and implement effective research strategies for investigating a given historical topic. (continued)

2b - Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations. (continued)

HS.3 Analyze a given historical problem, explain how to research solutions, and identify difficulties encountered during research.

Essence: Research of historical problems

E1: Choose a historical problem and research ways to explain the solution.

E2: Given a historical problem, identify historical materials that discuss solutions.

E3: Match solutions to corresponding historical problems.

HS.4 Develop and implement effective research strategies for investigating a given historical topic.

Essence: Investigation of historical topics

E1: Given a historical topic, gather information from various historical materials to explain the topic.

E2: Given a historical topic, identify if gathered information corresponds with the topic.

E3: Match historical questions with related information.

HS.5 Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

Essence: Use of sources to identify historical facts or interpretations

E1: Choose primary and secondary sources and draw conclusions as to whether the sources present facts or interpretations.

E2: Choose primary or secondary sources and identify them as facts or interpretations.

E3: Categorize given primary and secondary sources as facts or interpretations.

Standard 3 - Interpretation

3a - Students will compare competing historical narratives, by contrasting different historian's choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

HS.1 Explain how the way that historical research is conducted will affect the conclusions drawn from that research.

Essence: Conducting historical research

E1: Describe ways historians' research will affect conclusions.

E2: Identify ways historians' research will affect conclusions.

E3: Identify different ways to conduct historical research.

HS.2 Analyze a historian's personal background to explain how it will affect the historian's conclusions.

Essence: Impact of historian's background on historical conclusions

E1: Describe aspects of a historian's background that affect his/her conclusions.

E2: Given a historian, list aspects or characteristics of his/her background.

E3: Match a historian with a description of his/her background.

Standard 3 - Interpretation

3a - Students will compare competing historical narratives, by contrasting different historian's choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations. (continued)

HS.3 Compare competing historical narratives, by contrasting different historian's choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

Essence: Historians' methods and beliefs impact historical interpretations

E1: Given historians interpretations of the same account, compare differing points of view and methods used to draw conclusions.

E2: Given two accounts of the same historical event, identify differences in points of view or methods.

E3: Categorize historical evidence by points of view or historical methods.

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