

Delaware Recommended Curriculum Social Studies Grade Level Expectations 4-5

Grade-level Expectations explain how well the students should know a content standard and to what extent they should demonstrate understanding of that standard at a particular grade level.

The Social Studies Standards are divided into 4 grade clusters: K–3, 4–5, 6–8, and 9–12. The benchmarks, or end-of-cluster expectations (ECE), define for Delaware students what they are expected to do at the end of grade 3, 5, 8, and 11. These benchmarks are measured by the items on the Social Studies DSTP. For example, the following Civics benchmark specifies what students need to know and be able to do by the end of grade five:

Civics Standard One 4-5a: 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.

Grade Level Expectations should be used as tools to aid in the development of local curriculum frameworks. They break down the benchmarks into assessable learning targets for grades which are not at the end of a cluster, and should be achieved by students prior to the expectation found in the benchmark. Local curriculum designers may choose to construct learning experiences for the students that lead to achievement of a benchmark within a single instructional unit or school year, or use the GLEs as guides to scaffold curriculum, instruction, and assessment within the years of a grade cluster.

For example, in the table below are the GLEs for Civics Standard One in grades 4-5. Local curriculum and instruction should provide the opportunity for students to first be able to “explain why people have created governments to rule societies.” Students should then be able to build on this understanding to “explain why the U.S. Constitution separates powers between the federal and state governments,” and finally achieve the benchmark “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.”

Grade level to be determined by the local curriculum	Explain why people have created governments to rule societies.
	Explain why the U.S. Constitution separates powers between the federal and state governments.
	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.

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CIVICS STANDARD ONE: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].

Enduring Understandings

Students will understand that:

- Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority.
- Governments are structured to address the basic needs of the people in a society.

Civics Standard One 4-5a: 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.

Essential Question:

- Why do different levels of government have different functions?

Grade level to be determined by the local curriculum	Explain why people have created governments to rule societies.
	Explain why the U.S. Constitution separates powers between the federal and state governments.
	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.

Civics Standard One 4-5b: Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.

Essential Question:

- Why should the responsibilities and powers of government be divided?

Grade level to be determined by the local curriculum	Explain why the U.S. Constitution separates powers in the federal government.
	Explain how each branch of the U.S. government serves as a check on the other branches.
	Understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.

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CIVICS STANDARD TWO: Students will understand the principles and ideals underlying the American political system [Politics].

Enduring Understanding

Students will understand that:

- The principles and ideals underlying American democracy are designed to promote the freedom of the American people.

Civics Standard Two 4-5a: Students will understand that the principle of “due process” means that the government must follow its own rules when taking actions against a citizen.

Essential Questions:

- Why should a government obey the laws it makes?
- How am I protected from those with authority over me?

Grade level to be determined by the local curriculum	Explain the principle of “due process.”
	Explain why the “rule of law” is important to citizens.
	Understand that the principle of “due process” means that the government must follow its own rules when taking actions against a citizen.

Civics Standard Two 4-5b: Students will understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility.

Essential Questions:

- What makes a good citizen? How do I know if I’m one? What happens if enough people aren’t good citizens?

Grade level to be determined by the local curriculum	Explain why citizens have responsibilities.
	Explain why personal civility is important to a society.
	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.

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CIVICS STANDARD THREE: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].

Enduring Understandings

Students will understand that:

- Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.
- Distinctions between a citizen’s rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.

Civics Standard Three 4-5a: Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.

Essential Questions:

- Why are the rights in the Bill of Rights important to American citizens?
- To what extent are the rights of American citizens limited?

Grade level to be determined by the local curriculum	Explain why the Bill of Rights is important to American citizens.
	Identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.

Civics Standard Three 4-5b: Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.

Essential Questions:

- In what ways is the Bill of Rights applied in everyday life?

Grade level to be determined by the local curriculum	Identify controversial applications of the Bill of Rights in contemporary issues.
	Apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.

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CIVICS STANDARD FOUR: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].

Enduring Understandings

Students will understand that:

- Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.
- Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.

Civics Standard Four 4-5a: Students will understand that in order to select effective leaders, citizens have to become informed about candidates’ qualifications and the issues of the day.

Essential Questions:

- For whom should I vote? Why? What is most important to me when I make this decision?
- How do I find out what a candidate thinks? How do I know if the candidate is right?

Grade level to be determined by the local curriculum	Explain why it is important to become informed about candidates for public office and contemporary issues.
	Explain how a citizen can become informed about candidates for public office and contemporary issues.
	Understand that in order to select effective leaders, citizens have to become informed about candidates’ qualifications and the issues of the day.

Civics Standard Four 4-5b: Students will identify and employ the formal and informal methods by which democratic groups function.

Essential Questions:

- Should groups choose to make decisions democratically when it would be easier if one person made all the decisions and assignments?

Grade level to be determined by the local curriculum	Explain why different groups would choose to make decisions democratically.
	Explain how different democratic groups make decisions.
	Identify and employ the formal and informal methods by which democratic groups function.

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ECONOMICS STANDARD ONE: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics].

Enduring Understandings

Students will understand that:

- Due to scarcity, individuals, families, communities, and societies as a whole, must make choices in their activities and consumption of goods and services.
- Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers.
- Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received.

Economics Standard One 4-5a: 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.

Economics Standard One 4-5b: Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of government.

Essential Questions:

- Why might prices change? Who decides?
- How do I know what and when to buy or sell? Does price *always* matter?
- To what extent should government become involved in markets?

Grade level to be determined by the local curriculum	Predict how choices by consumers and producers in a market economy will determine price of goods and services.
	Explain why price acts as an incentive for both consumers and producers in a market economy.
	Identify how shifts in supply or demand can change the price of goods and services.
	Explain how a government will use economic incentives to promote market efficiency and correct market failures.
	Understand that prices in a market economy are determined by the interaction of supply and demand, with governments intervening to deal with market failures.
	Understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of government.

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ECONOMICS STANDARD TWO: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].

Enduring Understandings

Students will understand that:

- A nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners.
- Because of interdependence, decisions made by consumers, producers, and government impact a nation’s standard of living.
- Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange.

Economics Standard Two 4-5a: Students will understand the role of banks and other financial institutions in the economy.

Essential Question:

- To what extent are banks necessary for an economy?

Grade level to be determined by the local curriculum	Explain why individuals might save, invest, or borrow money.
	Explain how saving or borrowing money benefits the economy.
	Understand the role of banks and other financial institutions in the economy.

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ECONOMICS STANDARD THREE: Students will understand different types of economic systems and how they change [Economic Systems].

Enduring Understandings

Students will understand that:

- Because resources are scarce, societies must organize the production, distribution, and allocation of goods and services.
- The way societies make economic decisions depends on cultural values, availability and quality of resources, and the extent and use of technology.
- Changing economic systems impact standards of living.

Economics Standard Three 4-5a: Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.

Essential Question:

- How does getting what you want within an economic system depend on *where* and *when* you live?
- To what extent do economic systems differ and why?

Grade level to be determined by the local curriculum	Explain the differences between types of economic systems.
	Identify different ways goods and services have been exchanged, characteristics of money, and functions of money.
	Identify different means of production, distribution, and exchange used within economic systems in different times and places.

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ECONOMICS STANDARD FOUR: Students will examine the patterns and results of international trade [International Trade].

Enduring Understandings

Students will understand that:

- Individuals and nations trade when all parties expect to gain.
- Nations with different economic systems often specialize and become interdependent as a result of international trade.
- Government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations.

Economics Standard Four 4-5a: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.

Essential Question:

- Under what conditions does international trade occur?
- To what extent does international trade increase standards of living?

Grade level to be determined by the local curriculum	Explain why people specialize and trade.
	Explain how trade creates interdependence.
	Demonstrate how international trade links countries around the world and can improve the economic welfare of nations.

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GEOGRAPHY STANDARD ONE: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geographics [MAPS].

Enduring Understandings

Students will understand that:

- Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples.
- Mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close.
- The ways mapped patterns are analyzed and used help solve societal problems.
- Maps can be used to distort or introduce bias into the information they portray.

Geography Standard One 4-5a: Students will demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.

Essential Questions:

- Why does *where* matter?
- To what extent are mental maps of different scales linked?
- To what extent are human settlements connected?

Grade level to be determined by the local curriculum	Apply mental maps to ask and answer questions that require awareness of the relative location of places.
	Demonstrate the ability to locate places on maps and globes using a grid system such as latitude and longitude.
	Identify the contrasts between maps of different scales and projections.
	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.

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GEOGRAPHY STANDARD TWO: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].

Enduring Understanding:

Students will understand that:

- The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment.

Geography Standard Two 4-5a: 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.

Essential Questions:

- What will happen to the earth because people live on it? What will happen to people as a result of what happens to the earth?

Grade level to be determined by the local curriculum	Identify ways in which physical features can be altered by human activity.
	Explain how humans have adapted to different environments.
	Predict how an environmental change will affect humans and how human activity can cause environmental change.
	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.

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GEOGRAPHY STANDARD THREE: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

Enduring Understandings

Students will understand that:

- Places are unique associations of natural environments and human cultural modifications.
- Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.

Geography Standard Three 4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and the United States.

Essential Questions:

- Why is a place founded where it is? Why might those reasons change?

Grade level to be determined by the local curriculum	Explain the concepts of <i>site</i> and <i>situation</i>.
	Apply site and situation to explain why places are of different size and different levels of economic activity.
	Understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and the United States.

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GEOGRAPHY STANDARD FOUR: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].

Enduring Understandings

Students will understand that:

- A region is a concept rather than a real object on the ground, used to simplify the diversity of places.
- Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary.

Geography Standard Four 4-5a: 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.

Essential Questions:

- How might identifying the regional associations of a place create a community profile of the place’s distinctiveness?
- How might this place be like others in a larger region?

Grade level to be determined by the local curriculum	Explain why a place is unique.
	Explain how a place changes over time.
	Explain how a place’s distinctiveness is affected by its location relative to larger physical, cultural, political, and economic regions.
	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.

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HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

Enduring Understandings:

- History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.
- The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.

History Standard One 4-5a: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

Essential Question:

- To what extent does one event *always* lead to another event?

Grade level to be determined by the local curriculum	Create a chronology from selected historical materials.
	Predict cause or effect from a chronology and selected historical materials.
	Study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

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HISTORY STANDARD TWO: Students will gather, examine, and analyze historical data [Analysis].

Enduring Understandings:

- Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.
- Critical investigation demands constant reassessment of one’s research strategies.
- A historian must prove where the information can be found that is the basis for historical conclusions.

History Standard Two 4-5a: Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

Essential Question:

- How do artifacts and documents influence how history is written?
- Which historical source is best?

Grade level to be determined by the local curriculum	Explain why a historical source would be considered either a primary or secondary historical source.
	Explain how a specific historical source would be used to draw a historical conclusion.
	Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

History Standard Two 4-5b: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

Essential Question:

- How should historical sources be used to look for change?

Grade level to be determined by the local curriculum	Arrange selected historical sources chronologically.
	Identify cause and effect from chronologically arranged historical sources.
	Examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

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HISTORY STANDARD THREE: Students will interpret historical data [Interpretation].

Enduring Understandings:

- What is written by a historian depends upon that historian’s personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.
- Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence, contributes significantly to the conclusions drawn.
- History is what the historian says it is. Historians may collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.

History Standard Three 4-5a: 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.

Essential Question:

- How could there be different explanations of the same event in history?

Grade level to be determined by the local curriculum	Explain why point of view can alter historical accounts.
	Explain why using different historical evidence can alter historical accounts.
	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.