

Delaware Recommended Curriculum
 Social Studies Grade Level Expectations 9-12

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 eleven:

Civics Standard One 9-12a: Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

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 9-12. Local curriculum and instruction should provide the opportunity for students to first be able to “identify differences in structure and purpose of a government from analyzing its culture or history” Students should then be able to build on this understanding to “analyze the structure of different governments to explain why they differ,” and finally achieve the benchmark “analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.”

Grade level to be determined by the local curriculum	Identify differences in structure and purpose of a government from analyzing its culture or history.
	Analyze the structure of different governments to explain why they differ.
	Analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

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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 9-12a: Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

Essential Question:

- What is the relationship between the political culture and experiences of a country and the form and structure of its government?

Grade level to be determined by the local curriculum	Identify differences in structure and purpose of a government from analyzing its culture or history.
	Analyze the structure of different governments to explain why they differ.
	Analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

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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 9-12a: Students will examine and analyze the extra-Constitutional role that political parties play in American politics.

Essential Question:

- To what extent are political parties necessary to democracy? Why do two political parties dominate in America but other democracies have more?
- Under what conditions might political parties evolve or collapse?

Grade level to be determined by the local curriculum	Explain why political parties exist in a democracy.
	Explain how political parties contribute to democratic government.
	Examine and analyze the extra-Constitutional role that political parties play in American politics.

Civics Standard Two 9-12b: 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.

Essential Questions:

- What problems would arise if a government failed to adapt to changing needs and desires of the people?
- To what extent do the structures and traditional processes of government minimize the dangers of change?

Grade level to be determined by the local curriculum	Explain how the structures of government have adapted over time to reflect changes in American society and culture.
	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.

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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 9-12a: 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.

Essential Question:

- What are the consequences of citizens not participating in democracy?

Grade level to be determined by the local curriculum	Explain why citizens need to participate in a democratic society.
	Explain ways in which citizens can participate in a democratic society.
	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.

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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 9-12a: Students will develop and employ the skills necessary to work with government programs and agencies.

Essential Question:

- How should private citizens and interest groups most effectively communicate with government?

Grade level to be determined by the local curriculum	Identify situations in which communicating with government agencies would benefit citizens.
	Explain how to communicate with government agencies.
	Develop and employ the skills necessary to work with government programs and agencies.

Civics Standard Four 9-12b: Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen’s group.

Essential Question:

- How should groups engaged in political activities organize to accomplish their goals?

Grade level to be determined by the local curriculum	Explain how to organize or work within a political party to elect a candidate.
	Explain how different citizen’s groups have engaged in protest against a government or other official group.
	Argue for or against a proposed policy to an appropriate commission or task-force.
	Understand the process of working within a political party, a commission engaged in examining public policy, or a citizen’s group.

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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 9-12a: 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.

Essential Questions:

- To what extent does economic self-interest (individual consumers and producers) contribute to the greater good?
- Does competition ensure efficiency?
- To what extent do government policies affect markets?
- How might markets create incentives that impact decisions of individual consumers, producers, and government?

Grade level to be determined by the local curriculum	Explain how markets create incentives that impact decisions of individual consumers, producers, and government.
	Explain how competition creates efficiency in markets.
	Explain how government policies can impact economic choices.
	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.

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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 9-12a: 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.

Essential Questions:

- Why is our economy interdependent?
- How might government policy decisions affect the stability of the economy?

Grade level to be determined by the local curriculum	Explain why an economy is interdependent.
	Explain how government policies can impact economic stability.
	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.

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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 9-12a: Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.

Essential Questions:

- Why do some economies in transition experience success and others fail?
- Why might citizens of a society question whether an increase in the standard of living improves the quality of life?

Grade level to be determined by the local curriculum	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.
	Explain how emphasizing specific economic goals will affect a country's economy, and analyze a country's effectiveness in achieving its economic goals.
	Explain how emphasizing specific economic goals in a country will change incentives for producers and consumers.
	Analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.

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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 9-12a: 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.

Essential Questions:

- To what extent is a nation’s standard of living related to its trading patterns?
- How might changes in trading patterns affect the distribution of income and quality of life globally?
- To what extent should developed nations trade with less developed nations?

Grade level to be determined by the local curriculum	Explain why producers and consumers in different nations choose to trade.
	Explain how international trade will affect a nation’s standard of living.
	Explain how governments impact the economic decisions of producers and consumers engaging in international trade.
	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.

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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 geo-graphics [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 9-12a: 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.”

Essential Questions:

- To what extent is competition or interaction between places influenced by their relative location and accessibility?
- How might the position of a place in a settlement hierarchy affect the life of the people in that place?
- What makes it likely or unlikely that people and/or goods will flow between two points?

Grade level to be determined by local curriculum	Identify the geographic principles of “hierarchy,” “accessibility,” “diffusion,” and “complementarity” found in mapped patterns.
	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.”

Geography Standard One 9-12b: Students will apply the analysis of mapped patterns to the solution of problems.

Essential Question:

- How might societal problems be posed so that they are open to solution through geographic map analysis?

Grade level to be determined by local curriculum	Identify the correct data to apply to a geographic problem.
	Explain how a societal problem can be solved through geographic analysis of mapped patterns.
	Explain how technology can be used to create and analyze mapped patterns.
	Apply the analysis of mapped patterns to the solution of problems.

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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 9-12a: 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.

Essential Questions:

- To what extent can people predict the consequences from human alterations to the physical environment?
- Why might focusing on how people perceive the risks and resources of the natural environment help to explain human behavior in different parts of the world?

Grade level to be determined by local curriculum	Explain how a human change to the environment alters the way energy is used in natural ecosystems.
	Predict the consequences of human alterations to the natural environment.
	Explain how understanding the ways in which people perceive the natural environment will help to understand their behavior.
	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.

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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 9-12a: Students should understand the processes which result in distinctive cultures, economic activity and settlement form in particular locations across the world.

Essential Questions:

- Why are some places more culturally diverse or similar than others?
- To what extent does the culture of a place change over time?

Grade level to be determined by local curriculum	Explain how different cultural values shape the character of places.
	Explain how the geographic convergence and divergence of cultures will affect changes in the character of places.
	Explain how places are globally interdependent.
	Understand the processes which result in distinctive cultures, economic activity and settlement form in particular locations across the world.

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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 9-12a: Students will apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth’s changing complexity.

Essential Questions:

- How might regional analysis help to solve societal problems?
- To what extent are regional boundaries permanent? What might cause them to change over time?

Grade level to be determined by local curriculum	Explain the advantages and disadvantages of using human and physical features as boundaries for regions.
	Demonstrate an ability to construct a region from a given data set.
	Explain how and why regions change over time in order to analyze and solve problems.
	Apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth’s changing complexity.

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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 9-12a: 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.

Essential Questions:

- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
- To what extent can we learn from studying historical responses to societal problems?

Grade level to be determined by local curriculum	Explain the causes and effects of historical ideas or trends.
	Apply the interpretation of historical materials, ideas, and trends to contemporary issues.
	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.

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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 9-12a: Students will develop and implement effective research strategies for investigating a given historical topic.

History Standard Two 9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

Essential Questions:

- What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read?
- Does differentiating between fact and interpretation matter?

Grade level to be determined by local curriculum	Explain how to identify the differences between historical facts and historical interpretations.
	Explain how to use documents and artifacts to conduct research and draw conclusions.
	Analyze a given historical problem, explain how to research solutions, and identify difficulties encountered during research.
	Develop and implement effective research strategies for investigating a given historical topic.
	Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

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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 9-12a: 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.

Essential Questions:

- Does the way research is conducted matter?
- To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?
- Is there such a thing as completely unbiased history?

Grade level to be determined by local curriculum	Explain how the way that historical research is conducted will affect the conclusions drawn from that research.
	Analyze a historian’s personal background to explain how it will affect the historian’s conclusions.
	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.