

Delaware Recommended Curriculum Social Studies Grade Level Expectations K-3

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 three:

Civics Standard One K-3a: 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.

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 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 K-3. Local curriculum and instruction should provide the opportunity for students in kindergarten and/or first grade to “explain why leaders are important to people” and “explain why elections are held to choose leaders.” Students in grades two and three should then be able to build on these understandings to “interpret the actions of elected officials in order to explain how the interests of the people who elected them are represented” and finally achieve the benchmark “understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.”

Kindergarten	Explain why leaders are important to people.
Grade 1	Explain why elections are held to choose leaders.
Grade 2	Interpret the actions of elected officials in order to explain how the interests of the people who elected them are represented.
Grade 3	Understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.

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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 K-3a: 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.

Essential Questions:

- Should leaders be elected?
- How should an elected official represent the interests of the people?

Kindergarten Grade 1	Explain why leaders are important to people.
	Explain why elections are held to choose leaders.
Grade 2 Grade 3	Interpret the actions of elected officials in order to explain how the interests of the people who elected them are represented.
	Understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.

Civics Standard One K-3b: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected.

Essential Questions:

- Why is authority needed? What are the obligations of authority?
- Why is respect for authority conditional?

Kindergarten Grade 1	Explain why authority is needed.
	Explain how people in authority are responsible to those under the authority.
	Explain how people in authority are respected by those under the authority.
Grade 2 Grade 3	Understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected.

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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 K-3a: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.

Essential Questions:

- Why should I respect others?
- What happens if there is no respect for property?

Kindergarten	Explain why people should respect others.
Grade 1	Explain how people show respect for others.
Grade 2	Explain the requirements of a healthy democracy.
Grade 3	Understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.

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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 K-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).

Essential Questions:

- What is the nature of a privilege? What do you have to do to earn or lose a privilege?
- What is the relationship between my rights and my responsibilities?

Kindergarten Grade 1	Explain the difference between responsibilities, rights, and privileges.
	Explain why people have responsibilities as citizens.
Grade 2 Grade 3	Explain the relationship between rights and responsibilities.
	Understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).

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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 K-3a: Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

Essential Question:

- How should people work in groups to get things done?
- Is working in a group better than working alone?

Kindergarten	Explain why people would work together to do something.
Grade 1	Explain how people can best work together.
Grade 2	Interpret how people work together to explain what makes an effective participant in a group.
Grade 3	Acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

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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 K-3a: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.

Essential Question:

- Why can't I have everything I want?

Kindergarten Grade 1	Identify different types of resources used to produce goods and services.
	Explain why resources are scarce.
Grade 2 Grade 3	Interpret choices of consumers and producers to explain how people satisfy wants.
	Understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.

Economics Standard One K-3b: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received.

Essential Questions:

- Is what I want worth the cost?
- How do I make informed choices?

Kindergarten Grade 1	Identify the next best option when a choice is made and explain reasoning for the choice.
	Explain why scarce resources cause people to make choices.
Grade 2 Grade 3	Analyze a choice between two resources in order to explain how to make the best decision.
	Apply the concept that economic choices require the balancing of costs incurred with benefits received.

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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 K-3a: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.

Essential Question:

- How might the use of money affect the economy?
- Why is what we use as money valuable?

Kindergarten Grade 1	Explain different ways that people trade.
	Explain why people trade.
Grade 2 Grade 3	Explain why different forms of money are valued and how using a medium of exchange makes trade easier.
	Understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.

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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 K-3a: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.

Essential Questions:

- How should people use what they have to get what they want?
- Why have different ways to produce and allocate goods and services developed?

Kindergarten	Identify changes in human wants from the past to now.
Grade 1	Explain why and how people use different resources.
Grade 2	Explain different ways that people allocate various resources.
Grade 3	Identify human wants and the various resources and strategies which have been used to satisfy them over time.

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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 K-3a: Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.

Essential Question:

- Why does trade create interdependence?

Kindergarten Grade 1	Identify examples of specialization.
Grade 2 Grade 3	Explain why specialization requires exchange between people.
	Interpret the exchange of goods and services to explain interdependence between countries.
	Understand that the exchange of goods and services around the world creates economic interdependence between people in different places.

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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 K-3a: Students will understand the nature and uses of maps, globes, and other geo-graphics.

Essential Questions:

- Why are there different types of maps? How can they be “read” to discover the nature and contents of the real-world?
- To what extent do differences between flat maps and globes affect understanding of places in the world and their relationship to each other?

Kindergarten	Identify the different ways maps and globes model the world.
Grade 1	Explain how maps and globes use symbols to represent distance and direction.
Grade 2	Construct and interpret maps to find and identify natural and human-made features.
Grade 3	Identify different types of maps that can be used to answer real-world questions.
	Understand the nature and uses of maps, globes, and other geo-graphics.

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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 K-3a: Students will distinguish different types of climate and landforms and explain why they occur.

Essential Question:

- To what extent do differences in climate and landforms across the earth affect how and where people live?

Kindergarten Grade 1	Identify different land, water, and weather features displayed on maps, globes, and photographs.
Grade 2 Grade 3	Explain why climate and landform differs around the world.
	Explain how different climates and landforms affect human activity.
	Distinguish different types of climate and landforms and explain why they occur.

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

Essential Questions:

- To what extent are places different in culture and activity?
- How might connections between places affect their size and complexity?

Kindergarten	Identify how people live in different locations around the world.
Grade 1	Identify how cultures are similar or different.
Grade 2	Explain why different places have similar or different cultures.
Grade 3	Explain how places may change.
	Identify types of human settlement, connections between settlements, and the types of activities found in each.

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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 K-3a: 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.

Essential Questions:

- Why might places differ from regions? How can regions be used to simplify an understanding of place diversity?
- How might differences and similarities among regions result in connections between them?

Kindergarten	Identify types of regions.
Grade 1	Explain the differences between places and regions.
Grade 2	Explain how distinct regions around the world are connected to others.
Grade 3	Use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.

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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 K-3a: Students will use clocks, calendars, schedules, and written records to record or locate events in time.

Essential Question:

- Why does *when* matter?

Kindergarten	Tell time with a clock and calendar.
Grade 1	Explain how chronological order helps people in daily life.
Grade 2	Explain why a given sequence of events is in chronological order.
Grade 3	Analyze the order of events to arrange them chronologically.
	Use clocks, calendars, schedules, and written records to record or locate events in time.

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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 K-3a: Students will use artifacts and documents to gather information about the past.

Essential Questions:

- What can I learn about the past from studying artifacts and documents? What can’t I learn?

Kindergarten	Identify artifacts and documents that people used in the past.
Grade 1	Identify differences between artifacts and documents.
Grade 2	Explain how to learn about the past from physical evidence.
Grade 3	Use artifacts and documents to gather information about the past.

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

Essential Question:

- How are artifacts and documents used to write the story of the past?

Kindergarten	Identify historical accounts as descriptions of the past.
Grade 1	Explain the use of an artifact or document.
Grade 2	Explain why an artifact or document can be used to learn something new.
Grade 3	Understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.