

Week	Title	Standards Covered
Unit 1: Civics		
1	I am a Member of a Community	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected.
2	What are Rules?	
3	What are Laws?	
4	Learning and Working Together	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - K-3: 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. <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.</p> <ul style="list-style-type: none"> - K-3: 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). <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.</p> <ul style="list-style-type: none"> - K-3: Students will acquire the skills necessary for participation in a group, including defining an objective, dividing responsibility, and working cooperatively.
5	Our Government	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - K-3: 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. - K-3: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected.
6	Important Documents	<p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.</p> <ul style="list-style-type: none"> - K-3: 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).

Week	Title	Standards Covered
7	Important Documents	
8	Citizens	<p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system.</p> <ul style="list-style-type: none"> - K-3: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States. <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.</p> <ul style="list-style-type: none"> - K-3: 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).
9	Patriotism	
10	National Symbols	
11	National Holidays	
12	Sources	
Unit 2: Geography		
13	Map Skills	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <ul style="list-style-type: none"> - K-3: Students will understand the nature and uses of maps, globes, and other geo-graphics.
14	Five Themes of Geography	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each. <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them .</p> <ul style="list-style-type: none"> - K-3: Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.
15	Location	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> - K-3: Students will understand the nature and uses of maps, globes, and other geo-graphics.
16	Place: Physical Characteristics	<p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.</p> <ul style="list-style-type: none"> - K-3: Students will distinguish different types of climate and landforms and explain why they occur.
17	Place: Human Characteristics	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.
18	Human-Environment Interaction	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.
19	Movement	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.
20	Types of Regions	<p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.</p> <ul style="list-style-type: none"> - K-3: Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.
21	Culture	<p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world
Unit 3: Economics		
22	Needs and Wants	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. - K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received. <p>Economics Standard Three: Students will understand different types of economic systems and how they change.</p>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> - K-3: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.
23	Goods and Services	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received. <p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services. <p>Economics Standard Four: Students will examine the patterns and results of international trade.</p> <ul style="list-style-type: none"> - K-3: Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.
24	Economic Choices	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. - K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received. <p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services
25	Economic Activities	<p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services. <p>Economics Standard Four: Students will examine the patterns and results of international trade.</p> <ul style="list-style-type: none"> - K-3: Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.
26	Spending and Saving	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. - K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received.

Unit 4: History

Week	Title	Standards Covered
27	Time	History Standard One: Students will employ chronological concepts in analyzing historical phenomena. <ul style="list-style-type: none"> - K-3: Students will use clocks, calendars, schedules, and written records to record or locate events in time.
28	Changes Over Time	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world
29	Comparing Children Over Time	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world
30	Inventions	History Standard Two: Students will gather, examine, and analyze historical data. <ul style="list-style-type: none"> - K-3: Students will use artifacts and documents to gather information about the past. History Standard Three: Students will interpret historical data. <ul style="list-style-type: none"> - K-3: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
31	Transportation Over Time	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world
32	Communication Over Time	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content]. <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world

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Unit 1: Civics		
1	Community	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected.
2	Rules and Laws	
3	Principles of Democracy	<p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <ul style="list-style-type: none"> - K-3: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States. <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.</p> <ul style="list-style-type: none"> - K-3: Students will acquire the skills necessary for participation in a group, including defining an objective, dividing responsibility, and working cooperatively.
4	Purpose and Structure of Government	<p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <ul style="list-style-type: none"> - K-3: 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). <p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - K-3: 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.
5	Government Services	
6	Important Documents	<p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.</p> <ul style="list-style-type: none"> - K-3: 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).

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7	Citizens	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected. <p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system.</p> <ul style="list-style-type: none"> - K-3: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States. <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.</p> <ul style="list-style-type: none"> - K-3: Students will acquire the skills necessary for participation in a group, including defining an objective, dividing responsibility, and working cooperatively.
8	Patriotism	
9	National Symbols	
10	National holidays	
11	Founders	
12	Sources	
Unit 2: Geography		
13	Map Skills	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <ul style="list-style-type: none"> - K-3: Students will understand the nature and uses of maps, globes, and other geo-graphics.
14	Five Themes of Geography	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each. <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them .</p> <ul style="list-style-type: none"> - K-3: Students will use the concepts of place and region to explain

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		simple patterns of connections between and among places across the country and the world.
15	Location	Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics. <ul style="list-style-type: none"> - K-3: Students will understand the nature and uses of maps, globes, and other geo-graphics.
16	Place: Physical Characteristics	Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment. <ul style="list-style-type: none"> - K-3: Students will distinguish different types of climate and landforms and explain why they occur.
17	Place: Human Characteristics	Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places. <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.
18	Human-Environment Interaction	Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places. <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.
19	Movement	Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places. <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.
20	Regions of the United States	Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them. <ul style="list-style-type: none"> - K-3: Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.
21	Culture	
Unit 3: Economics		
22	Needs and Wants	Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy. <ul style="list-style-type: none"> - K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. - K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received. Economics Standard Three: Students will understand different types of economic systems and how they change.

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24	Economic Choices	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. - K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received. <p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services
25	Economic Activities	<p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services. <p>Economics Standard Four: Students will examine the patterns and results of international trade.</p> <ul style="list-style-type: none"> - K-3: Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.
26	Spending and Saving	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. - K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received. -

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Unit 4: History		
27	Time	History Standard One: Students will employ chronological concepts in analyzing historical phenomena. <ul style="list-style-type: none"> - K-3: Students will use clocks, calendars, schedules, and written records to record or locate events in time.
28	Changes Over Time	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world
29	Comparing Children Over Time	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world
30	Inventors	History Standard Two: Students will gather, examine, and analyze historical data. <ul style="list-style-type: none"> - K-3: Students will use artifacts and documents to gather information about the past. History Standard Three: Students will interpret historical data. <ul style="list-style-type: none"> - K-3: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
31	Transportation Over Time	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world
32	Communication Over Time	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content]. <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world

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Unit 1: Civics and Government		
1	Community	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected. <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.</p> <ul style="list-style-type: none"> - K-3: Students will acquire the skills necessary for participation in a group, including defining an objective, dividing responsibility, and working cooperatively.
2	Rules and Laws	
3	Principles of Democracy	<p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <ul style="list-style-type: none"> - K-3: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States. <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.</p> <ul style="list-style-type: none"> - K-3: Students will acquire the skills necessary for participation in a group, including defining an objective, dividing responsibility, and working cooperatively.
4	Important Documents	<p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.</p> <ul style="list-style-type: none"> - K-3: 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).
5	Purpose and Structure of Government	<p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <ul style="list-style-type: none"> - K-3: 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). <p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - K-3: 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.

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6	Government Services	
7	Citizens	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected. <p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system.</p> <ul style="list-style-type: none"> - K-3: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States. <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.</p> <ul style="list-style-type: none"> - K-3: Students will acquire the skills necessary for participation in a group, including defining an objective, dividing responsibility, and working cooperatively.
8	Patriotism	
9	National Symbols	
10	Monuments and Memorials	
11	National Holidays	
12	Founders	
13	Culture	<p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.</p> <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world
14	Sources	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena.</p>

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		<ul style="list-style-type: none"> - K-3: Students will use clocks, calendars, schedules, and written records to record or locate events in time. <p>History Standard Two: Students will gather, examine, and analyze historical data.</p> <ul style="list-style-type: none"> - K-3: Students will use artifacts and documents to gather information about the past. <p>History Standard Three: Students will interpret historical data.</p> <ul style="list-style-type: none"> - K-3: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
Unit 2: Geography		
15	Map Skills	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <ul style="list-style-type: none"> - K-3: Students will understand the nature and uses of maps, globes, and other geo-graphics.
16	Five Themes of Geography	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each. <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them .</p> <ul style="list-style-type: none"> - K-3: Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.
17	Location	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <ul style="list-style-type: none"> - K-3: Students will understand the nature and uses of maps, globes, and other geo-graphics.
18	Place: Physical Characteristics	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <ul style="list-style-type: none"> - K-3: Students will understand the nature and uses of maps, globes, and other geo-graphics. <p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.</p> <ul style="list-style-type: none"> - K-3: Students will distinguish different types of climate and landforms and explain why they occur.
19	Place: Human Characteristics	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.
20	Human-Environment Interaction	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p>

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		<ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.
21	Movement	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.
22	Regions of the World	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <ul style="list-style-type: none"> - K-3: Students will understand the nature and uses of maps, globes, and other geo-graphics. <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.</p> <ul style="list-style-type: none"> - K-3: Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.
Unit 3: Economics		
23	Economic Resources	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. <p>Economics Standard Three: Students will understand different types of economic systems and how they change.</p> <ul style="list-style-type: none"> - K-3: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.
24	Goods and Services	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received. <p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services. <p>Economics Standard Four: Students will examine the patterns and results of international trade.</p> <ul style="list-style-type: none"> - K-3: Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.
25	Economic Principles	<p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> - K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services. <p>Economics Standard Three: Students will understand different types of economic systems and how they change.</p> <ul style="list-style-type: none"> - K-3: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time. <p>Economics Standard Four: Students will examine the patterns and results of international trade.</p> <ul style="list-style-type: none"> - K-3: Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places. -
26	Economic Activity	<p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services. <p>Economics Standard Three: Students will understand different types of economic systems and how they change.</p> <ul style="list-style-type: none"> - K-3: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time. <p>Economics Standard Four: Students will examine the patterns and results of international trade.</p> <ul style="list-style-type: none"> - K-3: Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places. -
27	Economic Choices	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. - K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received. <p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.
Unit 4: History		
28	Sequencing and Chronology	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena.</p> <ul style="list-style-type: none"> - K-3: Students will use clocks, calendars, schedules, and written records to record or locate events in time.

Week	Title	Standards Covered
		History Standard Two: Students will gather, examine, and analyze historical data. <ul style="list-style-type: none"> - K-3: Students will use artifacts and documents to gather information about the past.
29	Innovations Over Time	History Standard Two: Students will gather, examine, and analyze historical data. <ul style="list-style-type: none"> - K-3: Students will use artifacts and documents to gather information about the past. History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world
30	Historical Figures	History Standard Two: Students will gather, examine, and analyze historical data. <ul style="list-style-type: none"> - K-3: Students will use artifacts and documents to gather information about the past. History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content]. <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world
31	Solving Problems in Your Community	Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship. <ul style="list-style-type: none"> - K-3: Students will acquire the skills necessary for participation in a group, including defining an objective, dividing responsibility, and working cooperatively.
32	Year in Review	-
		-

Week	Title	Standards Covered
Unit 1: Civics		
1	Community	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected. <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.</p> <ul style="list-style-type: none"> - K-3: Students will acquire the skills necessary for participation in a group, including defining an objective, dividing responsibility, and working cooperatively.
2	Sources	<p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <ul style="list-style-type: none"> - K-3: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.
3	Government	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - K-3: 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. - K-3: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected. <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <ul style="list-style-type: none"> - K-3: 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).
4	Important Documents	<p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.</p> <ul style="list-style-type: none"> - K-3: 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).
5	Purpose and Structure of Government	<p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <ul style="list-style-type: none"> - K-3: Students will understand that American citizens have distinct rights, responsibilities, and privileges. <p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - K-3: 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.

Week	Title	Standards Covered
6	Conflict and Compromise	Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship. <ul style="list-style-type: none"> - K-3: Students will acquire the skills necessary for participation in a group, including defining an objective, dividing responsibility, and working cooperatively.
7	Citizens	Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy. <ul style="list-style-type: none"> - K-3: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected. Civics Standard Two: Students will understand the principles and ideals underlying the American political system. <ul style="list-style-type: none"> - K-3: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States. Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship. <ul style="list-style-type: none"> - K-3: Students will acquire the skills necessary for participation in a group, including defining an objective, dividing responsibility, and working cooperatively.
8	Patriotism and National Symbols	
9	Heroes and Holidays	
Unit 2: Geography		
10	Map Skills	Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics. <ul style="list-style-type: none"> - K-3: Students will understand the nature and uses of maps, globes, and other geo-graphics.
11	The Five Themes	Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places. <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each. Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them . <ul style="list-style-type: none"> - K-3: Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.
12	Location	Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics. <ul style="list-style-type: none"> - K-3: Students will understand the nature and uses of maps, globes, and other geo-graphics.

Week	Title	Standards Covered
13	Place: Physical Characteristics	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <ul style="list-style-type: none"> - K-3: Students will understand the nature and uses of maps, globes, and other geo-graphics. <p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.</p> <ul style="list-style-type: none"> - K-3: Students will distinguish different types of climate and landforms and explain why they occur. -
14	Place: Human Characteristics	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.
15	Human-Environment Interaction	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each. -
16	Movement	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.
18	Regions of the World: Part 1	<p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.</p> <ul style="list-style-type: none"> - K-3: Students will distinguish different types of climate and landforms and explain why they occur. <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each. <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.</p> <ul style="list-style-type: none"> - K-3: Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world. -
19	Regions of the World: Part 2	<p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.</p> <ul style="list-style-type: none"> - K-3: Students will distinguish different types of climate and landforms and explain why they occur. <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.

Week	Title	Standards Covered
		<p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.</p> <ul style="list-style-type: none"> - K-3: Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.
20	Regions of the United States: Part 1	<p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.</p> <ul style="list-style-type: none"> - K-3: Students will distinguish different types of climate and landforms and explain why they occur. <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each. <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.</p> <ul style="list-style-type: none"> - K-3: Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.
21	Regions of the United States: Part 2	<p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.</p> <ul style="list-style-type: none"> - K-3: Students will distinguish different types of climate and landforms and explain why they occur. <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - K-3: Students will identify types of human settlement, connections between settlements, and the types of activities found in each. <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.</p> <ul style="list-style-type: none"> - K-3: Students will use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world -
Unit 3: Economics		
22	Wants and Needs	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. - K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received. <p>Economics Standard Three: Students will understand different types of economic systems and how they change.</p> <ul style="list-style-type: none"> - K-3: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.

Week	Title	Standards Covered
		Economics Standard Four: Students will examine the patterns and results of international trade. <ul style="list-style-type: none"> - K-3: Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.
23	Resources	Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy. <ul style="list-style-type: none"> - K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. Economics Standard Three: Students will understand different types of economic systems and how they change. <ul style="list-style-type: none"> - K-3: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.
24	Producers and Consumers	Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy. <ul style="list-style-type: none"> - K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy. <ul style="list-style-type: none"> - K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services. Economics Standard Four: Students will examine the patterns and results of international trade. <ul style="list-style-type: none"> - K-3: Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.
25	Economic Principles	Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy. <ul style="list-style-type: none"> - K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services. Economics Standard Three: Students will understand different types of economic systems and how they change. <ul style="list-style-type: none"> - K-3: Students will identify human wants and the various resources and strategies which have been used to satisfy them over time. Economics Standard Four: Students will examine the patterns and results of international trade. <ul style="list-style-type: none"> - K-3: Students will understand that the exchange of goods and services around the world creates economic interdependence between people in different places.
26	Personal Finances	Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.

Week	Title	Standards Covered
		<ul style="list-style-type: none"> - K-3: Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants. - K-3: Students will apply the concept that economic choices require the balancing of costs incurred with benefits received. <p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p> <ul style="list-style-type: none"> - K-3: Students will understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.
Unit 4: History		
27	Timelines	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena.</p> <ul style="list-style-type: none"> - K-3: Students will use clocks, calendars, schedules, and written records to record or locate events in time. <p>History Standard Two: Students will gather, examine, and analyze historical data.</p> <ul style="list-style-type: none"> - K-3: Students will use artifacts and documents to gather information about the past. <p>History Standard Three: Students will interpret historical data.</p> <ul style="list-style-type: none"> - K-3: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents. <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.</p> <ul style="list-style-type: none"> - K-3: Students will develop an understanding of the similarities between families now and in the past, including: <ul style="list-style-type: none"> - Daily life today and in other times - Cultural origins of customs and beliefs around the world
28	Developing Inquiries	<p>History Standard Two: Students will gather, examine, and analyze historical data.</p> <ul style="list-style-type: none"> - K-3: Students will use artifacts and documents to gather information about the past.
29	Examining Evidence and Communicating Conclusions	<p>History Standard Two: Students will gather, examine, and analyze historical data.</p> <ul style="list-style-type: none"> - K-3: Students will use artifacts and documents to gather information about the past. <p>History Standard Three: Students will interpret historical data.</p> <ul style="list-style-type: none"> - K-3: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
30	Taking Action	<p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.</p> <ul style="list-style-type: none"> - K-3: Students will acquire the skills necessary for participation in a group, including defining an objective, dividing responsibility, and working cooperatively.

Week	Title	Standards Covered
31	Engage in Your Own Inquiry	<p>History Standard Two: Students will gather, examine, and analyze historical data.</p> <ul style="list-style-type: none"> - K-3: Students will use artifacts and documents to gather information about the past. <p>History Standard Three: Students will interpret historical data.</p> <ul style="list-style-type: none"> - K-3: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.

Week	Title	Standards Covered
Unit 1: Civics		
1	Government	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - 4-5: 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. - 4-5: Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers. <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].</p> <ul style="list-style-type: none"> - 4-5: Students will identify and employ the formal and informal methods by which democratic groups function.
2	Important Documents	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.</p> <ul style="list-style-type: none"> - 4-5: 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. - 4-5: Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers. <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.</p> <ul style="list-style-type: none"> - 4-5: Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights. - 4-5: Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.
3	Bill of Rights	<p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.</p> <ul style="list-style-type: none"> - 4-5: Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights. - 4-5: Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.
4	Citizens	<p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system.</p> <ul style="list-style-type: none"> - 4-5: Students will understand that the principle of “due process” means that the government must follow its own rules when taking actions against a citizen. - 4-5: 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. <p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.</p> <ul style="list-style-type: none"> - 4-5: Students will understand that in order to select effective leaders, citizens have to become informed about candidates’ qualifications and the issues of the day. - 4-5: Students will identify and employ the formal and informal methods by which democratic groups function.

Week	Title	Standards Covered
5	Founders	<p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.</p> <ul style="list-style-type: none"> - 4-5: Students will develop an understanding of selected themes in United States history, including: <ul style="list-style-type: none"> - Who are the American people? (demographics, immigration) - How did the United States develop its form of government? - Important people in American history.
Unit 2: Geography		
6	Five Themes of Geography	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <ul style="list-style-type: none"> - 4-5: Students will demonstrate development of mental maps of Delaware and the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements. <p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.</p> <ul style="list-style-type: none"> - 4-5: 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. <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - 4-5: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and the United States. <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.</p> <ul style="list-style-type: none"> - 4-5: Students will 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. -
7	Map Skills	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <ul style="list-style-type: none"> - 4-5: Students will demonstrate development of mental maps of Delaware and the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements. -
8	Place	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <ul style="list-style-type: none"> - 4-5: Students will demonstrate development of mental maps of Delaware and the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements. <p>Geography Standard Two: Students will develop a knowledge of the ways</p>

Week	Title	Standards Covered
		humans modify and respond to the natural environment. <ul style="list-style-type: none"> - 4-5: 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.
9	Human-Environment Interaction	<p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.</p> <ul style="list-style-type: none"> - 4-5: 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. <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - 4-5: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and the United States.
10	Movement	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <ul style="list-style-type: none"> - 4-5: Students will demonstrate development of mental maps of Delaware and the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements. <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - 4-5: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and the United States.
11	Culture	<p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.</p> <ul style="list-style-type: none"> - 4-5: Students will 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.
12	Regions of the World	<p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.</p> <ul style="list-style-type: none"> - 4-5: Students will 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.
13	Regions of the United States	<p>Geography Standard One: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics.</p> <ul style="list-style-type: none"> - 4-5: Students will demonstrate development of mental maps of Delaware and the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements. <p>Geography Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.</p> <ul style="list-style-type: none"> - 4-5: Students will apply a knowledge of topography, climate, soils, and vegetation of Delaware and the United States to understand how

Week	Title	Standards Covered
		<p>human society alters, and is affected by, the physical environment.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.</p> <ul style="list-style-type: none"> - 4-5: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and the United States. <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.</p> <ul style="list-style-type: none"> - 4-5: Students will 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.
Unit 3: Economics		
15	Resources	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - 4-5: 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. - 4-5: Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of the government. <p>Economics Standard Three: Students will understand different types of economic systems and how they change.</p> <ul style="list-style-type: none"> - 4-5: Students will identify different means of production, distribution, and exchange used within economic systems in different times and places. <p>Economics Standard Four: Students will examine the patterns and results of international trade.</p> <ul style="list-style-type: none"> - 4-5: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.
16	Economic Principles	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - 4-5: 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. - 4-5: Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of the government. <p>Economics Standard Three: Students will understand different types of economic systems and how they change.</p> <ul style="list-style-type: none"> - 4-5: Students will identify different means of production, distribution, and exchange used within economic systems in different times and places. <p>Economics Standard Four: Students will examine the patterns and results of international trade.</p> <ul style="list-style-type: none"> - 4-5: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.
17	Personal Finance	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> - 4-5: Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of the government. <p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.</p> <ul style="list-style-type: none"> - 4-5: Students will understand the role of banks and other financial institutions in the economy. <p>Economics Standard Three: Students will understand different types of economic systems and how they change.</p> <ul style="list-style-type: none"> - 4-5: Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.
18	Economic Systems	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <ul style="list-style-type: none"> - 4-5: 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. - 4-5: Students will understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of the government. <p>Economics Standard Three: Students will understand different types of economic systems and how they change.</p> <ul style="list-style-type: none"> - 4-5: Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.
Unit 4: History		
19	Historical Inquiry	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena.</p> <ul style="list-style-type: none"> - 4-5: 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. <p>History Standard Two: Students will gather, examine, and analyze historical data.</p> <ul style="list-style-type: none"> - 4-5: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.
20	Sources	<p>History Standard Two: Students will gather, examine, and analyze historical data.</p> <ul style="list-style-type: none"> - 4-5: Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed. - 4-5: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time. <p>History Standard Three: Students will interpret historical data.</p> <ul style="list-style-type: none"> - 4-5: 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.

Week	Title	Standards Covered
21	The Vibrant Societies of Pre-Columbian North America	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - 4-5: Students will develop an understanding of Delaware history and its connections with United States history, including: <ul style="list-style-type: none"> - Native American inhabitants before European contact
22	Life in Pre-Columbian North America	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - 4-5: Students will develop an understanding of Delaware history and its connections with United States history, including: <ul style="list-style-type: none"> - Native American inhabitants before European contact
23	Exploration	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - 4-5: Students will develop an understanding of Delaware history and its connections with United States history, including: <ul style="list-style-type: none"> - Exploration and settlement (1609-1775)
24	Colonization	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - 4-5: Students will develop an understanding of Delaware history and its connections with United States history, including: <ul style="list-style-type: none"> - Exploration and settlement (1609-1775)
25	The French and Indian War	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - 4-5: Students will develop an understanding of Delaware history and its connections with United States history, including: <ul style="list-style-type: none"> - Exploration and settlement (1609-1775) - From the first state to the Civil War (1776-1865)
26	The Road to Revolution	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - 4-5: Students will develop an understanding of Delaware history and its connections with United States history, including: <ul style="list-style-type: none"> - Exploration and settlement (1609-1775) - From the first state to the Civil War (1776-1865) - 4-5: Students will develop an understanding of selected themes in United States history, including: <ul style="list-style-type: none"> - Who are the American people? (demographics, immigration) - How did the United States develop its form of government? - Important people in American history
27	The American Revolution: Part 1	History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. <ul style="list-style-type: none"> - 4-5: Students will develop an understanding of Delaware history and its connections with United States history, including: <ul style="list-style-type: none"> - Exploration and settlement (1609-1775)

Week	Title	Standards Covered
		<ul style="list-style-type: none"> - From the first state to the Civil War (1776-1865) - 4-5: Students will develop an understanding of selected themes in United States history, including: <ul style="list-style-type: none"> - Who are the American people? (demographics, immigration) - How did the United States develop its form of government? - Important people in American history
28	The American Revolution: Part 2	<p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.</p> <ul style="list-style-type: none"> - 4-5: Students will develop an understanding of Delaware history and its connections with United States history, including: <ul style="list-style-type: none"> - From the first state to the Civil War (1776-1865) - 4-5: Students will develop an understanding of selected themes in United States history, including: <ul style="list-style-type: none"> - Who are the American people? (demographics, immigration) - How did the United States develop its form of government? - Important people in American history
29	A New Nation	<p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.</p> <ul style="list-style-type: none"> - 4-5: Students will develop an understanding of Delaware history and its connections with United States history, including: <ul style="list-style-type: none"> - From the first state to the Civil War (1776-1865) - 4-5: Students will develop an understanding of selected themes in United States history, including: <ul style="list-style-type: none"> - Who are the American people? (demographics, immigration) - How did the United States develop its form of government? - Important people in American history
30	War and Westward Expansion	<p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.</p> <ul style="list-style-type: none"> - 4-5: Students will develop an understanding of Delaware history and its connections with United States history, including: <ul style="list-style-type: none"> - From the first state to the Civil War (1776-1865) - Growth of commerce, industry, transportation, and agriculture (1865-1945) - 4-5: Students will develop an understanding of selected themes in United States history, including: <ul style="list-style-type: none"> - Who are the American people? (demographics, immigration) - How did the United States develop its form of government? - Important people in American history
31	Stories of the Symbols	<p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.</p> <ul style="list-style-type: none"> - 4-5: Students will develop an understanding of selected themes in United States history, including: <ul style="list-style-type: none"> - Who are the American people? (demographics, immigration) - How did the United States develop its form of government?
		-

Week	Title	Standards Covered
Unit 1: Government and Geography		
1	Government Review	<p>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.</p> <p>4-5a: Students will apply the fundamental rights and protections of American citizens guaranteed in the Bill of Rights to everyday situations.</p> <p>4-5b: Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.</p>
2	Geography Review	<p>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.</p> <p>4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.</p>
Unit 2: Pre-Columbian		
3	Life in the Americas	<p>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.</p> <p>4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history

Week	Title	Standards Covered
4	American Indian Government and Trade	<p>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.</p> <p>4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
Unit 3: Exploration		
5	The Age of Encounters	<p>4-5a: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history

Week	Title	Standards Covered
6	Consequences of Contact	<p>4-5a: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
Unit 4: Colonization		
7	The Colonies and Their Founding	<p>4-5a: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.</p> <p>4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.</p> <p>4-5a: Students will understand that prices in a market economy are determined by the interaction of supply and demand.</p> <p>4-5b: Students will understand that consumers and producers in a market economy make economic choices based on supply and demand.</p> <p>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.</p> <p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865)

Week	Title	Standards Covered
		<ul style="list-style-type: none"> Growth of commerce, industry, transportation, and agriculture (1865-1945) Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> Who are the American people? (demographics, immigration) How did the United States develop its form of government? How have advances in technology changed our lives? Important people in American history
8	Jamestown	<p>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.</p> <p>4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.</p> <p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> Native American inhabitants before European contact Exploration and settlement (1609-1775) From the First State to the Civil War (1776-1865) Growth of commerce, industry, transportation, and agriculture (1865-1945) Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> Who are the American people? (demographics, immigration) How did the United States develop its form of government? How have advances in technology changed our lives? Important people in American history
9	Plymouth	<p>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.</p> <p>4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.</p>

Week	Title	Standards Covered
		<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
10	Colonial Life	<p>4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.</p> <p>4-5a: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.</p> <p>4-5a: Students will understand that prices in a market economy are determined by the interaction of supply and demand.</p> <p>4-5b: Students will understand that consumers and producers in a market economy make economic choices based on supply and demand.</p> <p>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.</p> <p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865)

Week	Title	Standards Covered
		<ul style="list-style-type: none"> Growth of commerce, industry, transportation, and agriculture (1865-1945) Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> Who are the American people? (demographics, immigration) How did the United States develop its form of government? How have advances in technology changed our lives? Important people in American history
Unit 5: French and Indian War		
11	Clash of the Empires	<p>4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.</p> <p>4-5a: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.</p> <p>4-5a: Students will understand that prices in a market economy are determined by the interaction of supply and demand.</p> <p>4-5b: Students will understand that consumers and producers in a market economy make economic choices based on supply and demand.</p> <p>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.</p> <p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> Native American inhabitants before European contact Exploration and settlement (1609-1775) From the First State to the Civil War (1776-1865) Growth of commerce, industry, transportation, and agriculture (1865-1945) Modern Delaware (1945-present)

Week	Title	Standards Covered
		<p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
12	Consequences of the French and Indian War	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
Unit 6: Road to Revolution		
13	The Acts of Parliament	<p>4-5a: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.</p> <p>4-5a: Students will understand that prices in a market economy are determined by the interaction of supply and demand.</p> <p>4-5b: Students will understand that consumers and producers in a market economy make economic choices based on supply and demand.</p> <p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>4-5a: Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence</p>

Week	Title	Standards Covered
		<p>presented or the point-of-view of the author.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
14	The Actions of the Colonies	<p>4-5a: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.</p> <p>4-5a: Students will understand that prices in a market economy are determined by the interaction of supply and demand.</p> <p>4-5b: Students will understand that consumers and producers in a market economy make economic choices based on supply and demand.</p> <p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> Who are the American people? (demographics, immigration) How did the United States develop its form of government? How have advances in technology changed our lives? Important people in American history
15	The Shot Heard Round the World	<p>4-5a: Students will demonstrate how international trade links countries around the world and can improve the economic welfare of nations.</p> <p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> Native American inhabitants before European contact Exploration and settlement (1609-1775) From the First State to the Civil War (1776-1865) Growth of commerce, industry, transportation, and agriculture (1865-1945) Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> Who are the American people? (demographics, immigration) How did the United States develop its form of government? How have advances in technology changed our lives? Important people in American history
Unit 7: Revolution		
16	Independence and the Revolution: The People	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> Native American inhabitants before European contact Exploration and settlement (1609-1775) From the First State to the Civil War (1776-1865)

Week	Title	Standards Covered
		<ul style="list-style-type: none"> Growth of commerce, industry, transportation, and agriculture (1865-1945) Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> Who are the American people? (demographics, immigration) How did the United States develop its form of government? How have advances in technology changed our lives? Important people in American history
17	Independence and the Revolution: The Military	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> Native American inhabitants before European contact Exploration and settlement (1609-1775) From the First State to the Civil War (1776-1865) Growth of commerce, industry, transportation, and agriculture (1865-1945) Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> Who are the American people? (demographics, immigration) How did the United States develop its form of government? How have advances in technology changed our lives? Important people in American history
Unit 8: A New Nation		
18	The Founders and Process	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> Native American inhabitants before European contact

Week	Title	Standards Covered
		<ul style="list-style-type: none"> • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
19	Constitution	<p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
20	The Bill of Rights	<p>4-5a: Students will understand that the principle of due process protects American citizens by requiring the government to pass and follow fair laws and use fair procedures to execute and enforce those laws.</p> <p>4-5a: Students will apply the fundamental rights and protections of American citizens guaranteed in the Bill of Rights to everyday situations.</p> <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
21	The New Nation	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present)

Week	Title	Standards Covered
		<p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
Unit 9: Expansion and Growth		
22	America on the Move	<p>4-5a: Students will understand that prices in a market economy are determined by the interaction of supply and demand.</p> <p>4-5b: Students will understand that consumers and producers in a market economy make economic choices based on supply and demand.</p> <p>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.</p> <p>4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.</p> <p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
23	Expansion and Growth	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p>

Week	Title	Standards Covered
		<p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
24	The Cherokee Nation	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
Unit 10: A Nation Divided		
25	Slavery in America	<p>4-5a: Students will understand that prices in a market economy are determined by the interaction of supply and demand.</p> <p>4-5b: Students will understand that consumers and producers in a market economy make economic choices based on supply and demand.</p>

Week	Title	Standards Covered
		<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history
26	Abolition	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives?

Week	Title	Standards Covered
		<ul style="list-style-type: none"> Important people in American history
27	Compromises to Keep Slavery	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> Native American inhabitants before European contact Exploration and settlement (1609-1775) From the First State to the Civil War (1776-1865) Growth of commerce, industry, transportation, and agriculture (1865-1945) Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> Who are the American people? (demographics, immigration) How did the United States develop its form of government? How have advances in technology changed our lives? Important people in American history
Unit 11: The American Civil War		
28	The Road to War	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> Native American inhabitants before European contact Exploration and settlement (1609-1775) From the First State to the Civil War (1776-1865) Growth of commerce, industry, transportation, and agriculture (1865-1945) Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> Who are the American people? (demographics, immigration)

Week	Title	Standards Covered
		<ul style="list-style-type: none"> How did the United States develop its form of government? How have advances in technology changed our lives? Important people in American history
29	The House Divided by War	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> Native American inhabitants before European contact Exploration and settlement (1609-1775) From the First State to the Civil War (1776-1865) Growth of commerce, industry, transportation, and agriculture (1865-1945) Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> Who are the American people? (demographics, immigration) How did the United States develop its form of government? How have advances in technology changed our lives? Important people in American history
30	Of Souls and Soldiers	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> Native American inhabitants before European contact Exploration and settlement (1609-1775) From the First State to the Civil War (1776-1865) Growth of commerce, industry, transportation, and agriculture (1865-1945) Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> Who are the American people? (demographics, immigration)

Week	Title	Standards Covered
		<ul style="list-style-type: none"> How did the United States develop its form of government? How have advances in technology changed our lives? Important people in American history
Unit 12: Reconstruction of the Union		
31	Building the Peace	<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> Native American inhabitants before European contact Exploration and settlement (1609-1775) From the First State to the Civil War (1776-1865) Growth of commerce, industry, transportation, and agriculture (1865-1945) Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> Who are the American people? (demographics, immigration) How did the United States develop its form of government? How have advances in technology changed our lives? Important people in American history
32	Rebuilding the Union	<p>4-5a: Students will understand that prices in a market economy are determined by the interaction of supply and demand.</p> <p>4-5b: Students will understand that consumers and producers in a market economy make economic choices based on supply and demand.</p> <p>4-5b: Students will understand that consumers and producers in a market economy make economic choices based on supply and demand.</p> <p>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.</p> <p>4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.</p>

Week	Title	Standards Covered
		<p>4-5a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.</p> <p>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.</p> <p>4-5a: Students will develop an understanding of Delaware history and its connections with United States history, including:</p> <ul style="list-style-type: none"> • Native American inhabitants before European contact • Exploration and settlement (1609-1775) • From the First State to the Civil War (1776-1865) • Growth of commerce, industry, transportation, and agriculture (1865-1945) • Modern Delaware (1945-present) <p>4-5b: Students will develop an understanding of selected themes in United States history, including:</p> <ul style="list-style-type: none"> • Who are the American people? (demographics, immigration) • How did the United States develop its form of government? • How have advances in technology changed our lives? • Important people in American history