

Curriculum Scope & Sequence

School: Pike Creek Charter School Grade or Course: 6th Grade Social Studies Teacher _____

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
<p>By unit title and/or time frame</p>	<p>Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks</p>		
<p>Unit 1: Building Global Maps</p>	<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> <p>6-8a: Students will demonstrate mental maps of the world and its sub-regions, which include the relative location, and characteristics of major physical features, political divisions and human settlements.</p>	<p>Mental Mapping</p>	<p><u>Enduring Understandings:</u></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> • Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. • Mental maps change as the scale moves from local to global. We know more about our home area than more distant places, and these differences affect how we feel and behave towards places that are distant versus those that are close. • Mapped patterns are analyzed and used help solve societal problems. • Maps can be used to distort or introduce bias into the information they portray. <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are mental maps? How can mental maps be created

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			<p>and used effectively?</p> <ul style="list-style-type: none"> • Why do maps have distortions? • How have cartographers minimized distortions? • When should a certain map projection be used over another? • How can we help build our mental maps through visual association?
<p>Unit 2: Culture and Civilization</p>	<p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places. 6-8a: Students will identify and explain the major cultural patterns of human activity in the world’s sub regions.</p> <p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them. 6-8a: Students will understand the processes affecting the location of economic activities in different world regions.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States and Delaware</p>	<p>Place</p> <p>Culture</p> <p>Civilization</p>	<p><u>Enduring Understandings:</u> Places are unique associations of natural environments and human cultural modifications.</p> <p>Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.</p> <p>Essential Questions:</p> <p>What makes a place culturally unique?</p> <ul style="list-style-type: none"> • What is culture? Why is it important to understand culture? • What makes ancient civilizations culturally unique? <p>Under what conditions do cultures spread?</p> <ul style="list-style-type: none"> • To what extent did ancient civilizations influence the culture of other places?

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	<p>history. 6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <ul style="list-style-type: none"> - The beginnings of human society - Early civilizations and pastoral peoples (4,000-1,000 BC) - Classical traditions, major religions and great empires (1,000 BC-300 AD) - Expanding zones of exchanges and encounter (300-1,000 AD) - Intensified hemispheric interactions (1,000-1,500 AD) 		
<p>Unit 3: Power of Government</p>	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government]. 6-8a: Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy and make war. History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology]. 6-8a: Students will examine historical materials relating to a</p>	<p>Different powers of government(s) over time:</p> <ul style="list-style-type: none"> - Monarchy - Democracy - Federalism 	<p>Why does a government have certain powers</p>

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	<p>particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p>6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <ul style="list-style-type: none"> - Three worlds meet (Beginnings to 1620) - Colonization and Settlement (1585-1763) - Revolution and the New Nation (1754-1820s) - Expansion and Reform (1801-1861) - Civil War and Reconstruction (1850-1877) 		
<p>Unit 4: Economic Systems</p>	<p>Economic Standard Three: Students will understand different types of economic systems and how they change [Economic systems]</p> <p>6-8a: Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and</p>	<p>Economic Systems Production Distribution Exchange Cultural Values Productive Resources Technology</p>	<p>Enduring Understandings:</p> <p>Because resources are scarce, societies must organize the production, distribution, and exchange of goods and services.</p> <p>The way societies make economic decisions depends on cultural values, availability and quality of resources, and the extent and use of technology.</p> <p>Changing economic systems</p>

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	<p>technologies. History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content]. 6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <ul style="list-style-type: none"> - The beginnings of human society - Early civilizations and pastoral peoples (4,000-1,000 BC) - Classical traditions, major religions and great empires (1,000 BC-300 AD) - Expanding zones of exchanges and encounter (300-1,000 AD) - Intensified hemispheric interactions (1,000-1,500 AD) 		<p>impact standards of living.</p> <p>Essential Questions: How are decisions about the production and distribution of goods and services dependent upon cultural values, availability and quality of resources, and the extent and use of technology?</p> <p>How does a society’s economic system impact its standard of living?</p>
<p>Unit 5:Exploration,Colonization and Civilization of the Americas</p>	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology]. 6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect. History Standard Four: Students</p>	<p>Legacies of Greece and Rome Causes and effects of the exploration and, colonization of the Americas The rise of civilizations Development of South American cultures The rise and spread of</p>	<p>How can thinking like historian help us draw credible conclusions?</p>

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	<p>will develop historical knowledge of major events and phenomena in world, United States and Delaware history [Content].</p> <p>6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:</p> <ul style="list-style-type: none"> - The beginnings of human society - Early civilizations and pastoral peoples (4,000-1,000 BC) - Classical traditions, major religions and great empires (1,000 BC-300 AD) - Expanding zones of exchanges and encounter (300-1,000 AD) - Intensified hemispheric interactions (1,000-1,500 AD) 	<p>Islam.</p>	
<p>Unit 6: Humans Interact with the Environment</p>	<p>Geography Standard Two: Students will develop knowledge of the ways humans modify and respond to the natural environment [Environment].</p> <p>6-8a: Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions.</p>	<p>Basic physical processes that shape the Earth and strategies humans use to interact with the natural environment</p>	<p>How have humans altered and been affected by the physical environment?</p>

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<p>Unit 7: Reasons for Regions</p>	<p>Geography Standard Four: students will develop an understanding of the character and use of regions and the connections between them [Regions]. 6-8a: Students will understand the processes affecting the location of economic activities in different world regions.</p>	<p>Regions Land use Economic activity Economic specialization</p>	<p>Enduring Understandings:</p> <p>A region is a concept rather than a real object on the ground, used to simplify the diversity of places.</p> <p>Economic activities often produce regional patterns of land use.</p> <p>Essential Questions:</p> <p>To what degree is economic regions specialized? What’s “special” about a given region and how could it change?</p>
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School: Pike Creek Charter School Grade or Course: 7th Grade Social Studies Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Unit 1: Project Citizen	<p>Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship</p> <p>[Participation]. 6-8a: Students will follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.</p>	Social decision-making Public policy Citizenship	<p>Enduring Understandings: Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.</p> <p>Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.</p> <p>Essential Questions: Which means for communicating with officeholders is usually more effective and why? How can citizens influence the public policy-making process? Why is it important to know about the person and circumstances when communicating with an officeholder? How can a citizen persuade a policymaker to adopt a public policy problem?</p>

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<p>Unit 2: Why Trade?</p>	<p>Economics Standard Four: Students will examine the patterns and results of international trade [International trade]. 6-8a: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.</p>	<p>Why People Trade</p> <p>Trade Connections</p> <p>Specialization</p> <p>Trade barriers</p>	<p>Enduring Understandings: Nations with different economic systems often specialize and become interdependent as a result of international trade</p> <p>Government actions that promote competition and free trade among people and nations increase the health of the economy and the welfare of the nations.</p> <p>Essential Questions: Why do individuals and countries trade? Why do individuals and businesses within a country specialize? Why and when might government make rules for trade? How do government policies impact consumers and producers? Individuals and nations trade when both parties expect to gain</p>
<p>Unit 3: Historical Research</p>	<p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis]. 6-8a: Students will master the basic research skills necessary to conduct an independent investigation of historical phenomena. 6-8b: Students will examine historical documents, artifacts,</p>	<p>Investigation</p>	<p>Enduring Understandings: Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used. Critical investigation demands constant reassessment of one’s research strategies. A historian must prove where the</p>

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	<p>and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.</p>		<p>information can be found that is the basis for historical conclusions.</p> <p>Essential Questions: What causes an individual to impact history?</p> <p>What is the best way to complete a research project?</p> <p>How do I avoid plagiarism?</p>
<p>Unit 4: Expansion of Freedom</p>	<p>Civics Standard Two: Students will understand the principals and ideals underlying the American political system [Politics]. 6-8a: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.</p> <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship]. 6-8a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protects for the United States.</p>	<p>Majority Rule Expansion of Freedom</p>	<p>Enduring Understandings: Students will understand that the principles and ideals of the American democratic system are designed to promote the freedoms of the American people.</p> <p>Essential Questions: How might the majority threaten individual and minority rights?</p> <p>Why are citizens protected by the Constitution?</p> <p>Should individual rights be limited?</p>

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<p>Unit 5: Green Cities</p>	<p>Geography Standard Two: Students will develop knowledge of the ways humans modify and respond to the natural environment [Environment]. 6-8a: Students will apply knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world’s sub-regions.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [Places]. 6-8a: Students will identify and explain the major cultural patterns of human activity in the world’s sub-regions.</p>		
<p>Unit 6: Conflict and Cooperation</p>	<p>Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them. 6-8b: Students will explain how conflict and cooperation among people contributes to the division of the Earth’s surface into distinctive cultural regions and political territories.</p>	<p>Regions</p> <p>Global Citizenship</p>	<p>Essential Understandings: Regional characteristics are usually unevenly distributed; the regional core has the highest concentration, while the periphery has a more dispersed pattern.</p> <p>Boundaries and borders are drawn by people to divide land in ways that meet their cultural, economics, or political needs.</p>

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			<p>When boundaries and borders are drawn for people without taking into account cultural, economic, or political needs conflict might result.</p> <p>Essential Questions: Why do people identify with territories and use borders to geographically define their space?</p> <p>How might territorial identity and claims on land change over time?</p> <p>How does conflict and cooperation among people influence territorial control? (To what extent is territory also an expression of political or cultural identity? How might this view of territory explain conflicts between nations or ethnic groups over space?)</p>
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Curriculum Scope & Sequence

School: Pike Creek Charter School Grade or Course: 8th Grade Social Studies Teacher _____

<p>Unit Order</p> <p>By unit title and/or time frame</p>	<p>Learning Targets</p> <p>Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks</p>	<p>Theme/Big Idea/Concept</p>	<p>Enduring Understandings and/or Essential Questions</p>
<p>Unit 1: Interpreting the Past</p>	<p>History Standard Three: Students will interpret historical data [Interpretation]. 6-8a: Students will compare different historians’ descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.</p>	<p>Investigation</p> <p>Interpretation</p>	<p>Enduring Understandings:</p> <p>What a historian writes depends upon that historian’s personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.</p> <p>Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence, contributes significantly to the conclusions drawn.</p> <p>History is what the historian says it is. Historians may collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.</p>

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			<p>Essential Questions: Why might historians disagree about the same historical event? To what extent does history change?</p>
<p>Unit 2: American Principles</p>	<p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics]. 6-8b: Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.</p>	<p>Means to achieve individual liberty.</p>	<p>Enduring Understandings: The principles and ideals underlying American democracy are designed to promote the freedom of the American people.</p> <p>Essential Questions: How are the principles of the major American state papers guaranteeing liberty to contemporary Americans? On what principles does the American political system rest? How have the American people attempted to achieve and uphold the principles found in the major American state papers?</p>
<p>Unit 3: Federalism</p>	<p>Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government]. 6-8a: Students will understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign</p>	<p>Powers of government Functions of government Structures of government</p>	<p>Enduring Understandings: Governments are given certain powers so that they can fulfill the purposes for which they were created.</p> <p>Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority.</p>

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	<p>policy, and make war</p> <p>6-8b: Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.</p>		<p>Governments are structured to address the basic needs of the people in a society.</p> <p>Essential Questions: Why does a government have certain powers? What different needs should be addressed by the different levels of government?</p> <p>Has the idea of what is an appropriate power of government changed or remained the same over time?</p>
<p>Unit 4: How Markets Work</p>	<p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.</p> <p>6-8a: students will analyze how changes in technology, costs, and demand interact in competition markets to determine or change the price of goods and services.</p>	<p>Market Economy</p> <p>Supply and Demand</p>	<p>Enduring Understandings:</p> <p>Students will understand that: Due to scarcity, individuals, families, communities, and societies as a whole must make choices in their activities and consumption of goods and services.</p> <p>Goods, services, and resources in a market economy are allocated based on the choices of consumers and producers.</p> <p>Effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received.</p> <p>Essential Questions: Under what market conditions</p>

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			<p>does price change?</p> <p>How is demand changed when income, taste, number of buyers, and prices of other goods change?</p> <p>How does supply influence prices of goods and services in a market economy?</p> <p>How is supply affected when input costs, number of producers, and taxes change?</p>
<p>Unit 5: Money, Banking and Taxes</p>	<p>Economic Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics]. 6-8a: Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.</p>	<p>Interdependence</p>	<p>Enduring Understandings: Students will understand that: A nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners Because of interdependence, decisions made by consumers, producers, and government impact a nation’s standard of living. Market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange.</p> <p>Essential Questions: How do spending, saving and production decisions affect a market economy?</p> <p>How is money created in a market economy?</p>

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			How does our government's taxation and spending policies affect our economy?
Unit 6: Western Expansion	<p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena. 6-8a: Students will examine historical materials relating to particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.</p> <p>History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content]. 6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:</p> <ul style="list-style-type: none"> - Three worlds meets(Beginnings to 1620) - Colonization and Settlement (1585-1763) - Revolution and the New Nation(1754- 	<p>Western Expansion</p> <p>Changes in view points of the world</p>	How might new experiences, ideas, and interactions change one's view of the world?

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	1820s) <ul style="list-style-type: none">- Expansions and Reform(1801-1861)- Civil War and Reconstruction (1850-1877)		
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