

**DARIEN PUBLIC SCHOOLS**

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CURRICULUM GUIDE

**K-5**  
**Social Studies**

**APPROVED BY THE BOARD OF EDUCATION  
ON FEBRUARY 23, 2010**

# **DARIEN PUBLIC SCHOOLS**

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## **CURRICULUM GUIDE**

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**STATEMENT OF PHILOSOPHY**

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The *Darien Public Schools K-5 Social Studies Curriculum* is designed to guide students to develop age-appropriate knowledge and skills in the areas of history, civics, geography, economics and culture through the investigation of essential questions. Students will take an active role in the exploration of essential questions using appropriate technology. This curriculum is student-centered and inquiry-based at all grade levels.

There are four units of study that are the foundation for the *Darien K-5 Social Studies Curriculum*.

- I. History
- II. Civics & Government
- III. Economics
- IV. Geography

The study of culture is embedded within and throughout the four main units of study at each grade level. These foundation units are aligned with the *Core Social Studies Curriculum Framework of the Connecticut State Department of Education* and encompass the following ten themes:

- I. Culture
- II. Time, Continuity, & Change
- III. People, Places & Environment
- IV. Individual Identity & Development
- V. Individuals, Groups & Institutions
- VI. Power, Authority & Governance
- VII. Production, Distribution & Consumption
- VIII. Science, Technology & Society
- IX. Global Connections
- X. Civic Ideals & Practices

The most current draft of the *Connecticut Social Studies Curriculum Framework* (10/09) for PK-12 is a comprehensive document that assists teachers in teaching content from a variety of history and social studies disciplines at every grade level instead of teaching disciplines in isolation. The framework is organized around the following three interrelated standards:

Standard 1: Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

## Standard 2: History/Social Studies Literacy Skills

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

## Standard 3: Application

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

Integration is a key tenet of this framework – the integration of the various social studies disciplines; the integration of content, literacy skills and application of knowledge; and the integration of social studies with other content areas. These content areas include language arts, science, art and music as these disciplines enrich understandings of culture and history and can provide background for a student's understanding and appreciation of social studies.

The guidelines from the *National Council of Social Studies* also helped to shape these units. Those guidelines maintain that Social Studies instruction should lead towards:

- I. Fostering individual and cultural identity.
- II. Examining the forces that hold society together or pull it apart.
- III. Providing opportunities for participation in the school and community.
- IV. Addressing critical issues in the world.
- V. Preparing students to make decisions based on democratic principles.
- VI. Teaching the skills needed for citizen participation in public affairs.

This curriculum is grounded by the work of Wiggins and McTighe (1998) through a utilization of *Understanding by Design*. The *Understanding by Design* framework identifies desired outcomes for student learning and asks educators to thoughtfully design instruction which would lead towards those outcomes. This model, sometimes referred to as "backwards design" consists of several key elements: Essential Questions, Enduring Understanding and Unit Objectives. In utilizing this framework the K – 5 Social Studies curriculum attends to the need to develop differentiated approaches (Tomlinson, 1999) to promote student learning.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision & Curriculum Development.

Wiggins, G. P., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision & Curriculum Development.

## **PROGRAM GOALS**

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1. Students will develop a basic understanding of the world around them.
2. Students will enrich their natural inquisitiveness by enhancing their ability to learn new things about their world through investigation and inquiry.
3. Students will become skilled observers of their world in order to generate questions for investigation.
4. Students will acquire the process and skills to research essential questions in order to make informed decisions and draw viable conclusions.
5. Through experience and practice, students will be able to pose questions in order to follow a line of inquiry about our social world.
6. Students will develop facility for identifying and using appropriate technology to support and facilitate social studies inquiry.
7. Through a systemic study of social studies students will gain confidence in their ability to analyze and make judgments based on their own research and exploration of essential questions and enduring understandings.
8. Students will appreciate their personal responsibility for their role in actively participating as a citizen of a global community.

## **21st Century Skills**

The latest state framework acknowledges the need for local districts to meaningfully integrate a range of 21st Century Skills into K – 12 social studies experiences. To that end the following program goals articulate our interpretation of 21st Century Skills in the Darien Public Schools.

1. Students will gain competence in literacy, inquiry and research skills in order to analyze, evaluate and present history and social studies information.
2. Students will address historical issues and current problems using information, skills and empathic awareness.
3. Students will think critically and set up and solve real-world problems; they will be challenged to create and innovate.
4. Students will learn to communicate effectively with a variety of audiences and in a variety of ways using technology strategically and effectively to learn and convey ideas.
5. Students will gain an understanding of their part and responsibility in the global community.

## **OVERVIEW**

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An inquiry approach drives the Darien Social Studies Program. Students will generate questions based upon their curiosity of the world around them in combination with observations about experiences presented by the teacher. This inquiry-based approach offers students the opportunity to expand existing knowledge through authentic, student centered exploration of essential questions. In this instructional framework teachers act as guides and coaches. Various forms of technology are woven into these experiences to give students authentic applications for technology skills. Technological resources are integrated throughout the curriculum to support learning. Process and performance assessments will measure student growth and provide feedback for instructional planning.

Students will be challenged by open-ended units of study with a variety of activities that will tap into their multiple learning modalities. The Darien Social Studies Curriculum is integrated with all content areas giving students the opportunity to identify and utilize authentic links between social studies and other academic areas. By seeing the connections between themselves and the world around them, students will be prepared to apply inquiry skills and concepts in more critical ways. Through these connections students will develop a more sensitive and empathetic view of different cultural groups within the U.S. and across the world. Additionally through a disciplined inquiry of social studies students might develop an increasingly broad and empathetic understanding of our world.

## **ESSENTIAL QUESTIONS**

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**These are essential questions for educators to consider as they design instruction for students:**

1. How does the study of social studies encourage our curiosity and increase our understanding of the world around us?
2. How can we design effective methods to investigate, ask questions and draw conclusions about the world around us?
3. How can we apply new knowledge and make responsible decisions?
4. How can we use and communicate knowledge to improve the quality of life for all?
5. How do we develop classroom experiences which reflect and capitalize on the beliefs, values, customs, and perspectives of the students?
6. How do we design experiences which promote student appreciation of their personal responsibility in actively participating as a citizen of a global community?

## **ASSESSMENT**

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### **Principles of Effective Assessment**

- Assessment is an ongoing process.
- Assessment is an integral part of instruction.
- Assessment is authentic, reflecting “real” experiences.
- Assessment is a collaborative, reflective process.
- Assessment is multidimensional, measuring content and process knowledge.
- Assessment is developmentally appropriate.
- Assessment identifies student’s strengths as well as needs.

### **Assessment Types**

#### **Observation /Dialogue**

Ongoing opportunities created by the teacher to assess levels of understanding

- Whole group discussions applying concepts
- Independent practice solving problems

#### **Open-Ended Questions**

Open-ended questions or problems that require the student to think critically, along with recalling knowledge, and then prepare a response, product or performance. They:

- Require constructed responses under typical classroom conditions
- Allow students to meaningfully demonstrate acquisition of historical and social studies content knowledge
- Are open (no single best answer or best strategy to apply)
- Involve interpretation, making connections or evaluation
- Usually require explanation or reasoning to arrive at answer
- Require judgment based on criteria or standards
- May or may not be known in advance

#### **Performance Tasks and Projects**

Authentic tasks which may be short or long-term and result in a production or performance. They differ from open-ended questions because the task, criteria and standards:

- May occur outside of classroom or in a typical classroom situation
- Are based on a specific purpose that relates to the audience
- Allow the student greater opportunity to personalize the work
- Are known in advance and guide the student’s work

## Levels of Understanding

### Quizzes and Tests

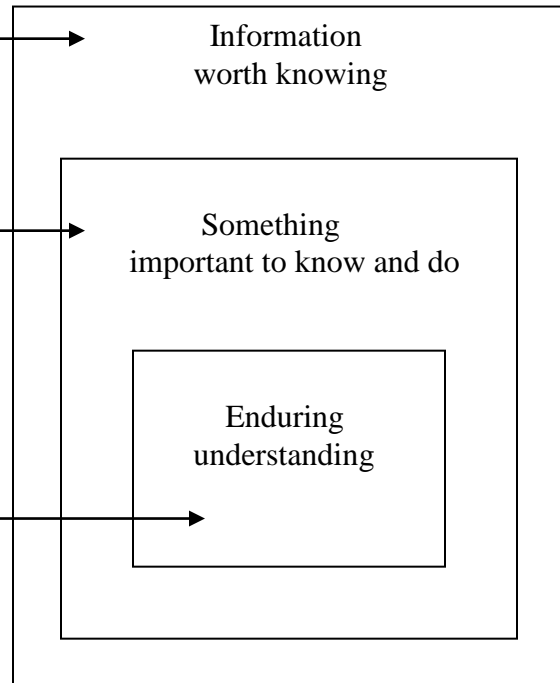
Selected response requiring  
literal knowledge or skill

### Prompts

Constructed responses  
requiring interpretation,  
making connections, evaluation

### Performance Tasks and Projects

Open ended, complex applications,  
interpretations, evaluations



Adapted from Understanding by Design, (1998) McTighe and Wiggins

## **GRADING GUIDELINES**

Student progress is formally evaluated at the conclusion of each of three trimesters in November, March and June. The Social Studies section of the Student Progress Report evaluates the individual student's progress toward objectives that are specifically derived from curriculum objectives.

Criteria for Evaluation in Social Studies are presented on the student progress report, Grades 3-5, as follows:

- **Demonstrates an interest in social studies**
- **Demonstrates understanding of basic concepts of units of study**
- **Locates, processes, and applies information from text and other sources**

Criteria for Evaluation in Social Studies are presented on the student progress report, Grades K-2, as follows:

- **Demonstrates an interest in social studies**
- **Demonstrates understanding of basic concepts**
- **Applies concepts and skills to solve problems**

## SECTION II – Summary of Themes and Standards

<b>CONTENT STANDARDS</b>	<b>HISTORY</b>	<b>CIVICS &amp; GOVERNMENT</b>	<b>GEOGRAPHY</b>	<b>ECONOMICS</b>
<p style="text-align: center;"><b>Kindergarten Self &amp; Others</b></p> <p style="text-align: center;"><i>Students will understand themselves and the ways they are connected to others in their home and school.</i></p>	<p>Examine their personal history and how individuals change over time. Recognize important events in their family and school as presented on a timeline.</p>	<p>Learn to participate in a group, respect the rights of self and others, and contribute to making rules and guidelines for the classroom and school.</p>	<p>Develop simple map skills, identify the physical aspects of the world, understand directionality and demonstrate how they use this knowledge in their daily life.</p>	<p>Identify earth’s natural resources that can be used up or made un-useable through pollution. Learn about conserving resources.</p>
<p style="text-align: center;"><b>Grade 1 Family &amp; Local Community</b></p> <p style="text-align: center;"><i>Students will understand the importance of community and culture, the roles of community members, and the ways in which various communities work, celebrate, and operate.</i></p>	<p>Examine how present and past events influence traditions of the family, school and the Darien community. Study the American flag, its significance and appropriate use.</p>	<p>Recognize the roles of group members in establishing rules and the need for rules in home, school and community. Demonstrate a respect for themselves and for others as well as strategies for conflict resolution.</p>	<p>Examine the function of maps and the globe and recognize various elements of geography including basic land and water forms and cardinal directions.</p>	<p>Understand the difference between needs and wants and develop an understanding of how we acquire goods and who provides services.</p>
<p style="text-align: center;"><b>Grade 2 National Communities</b></p> <p style="text-align: center;"><i>Students will understand features of urban, suburban and rural communities from historical, economic, and geographical perspectives drawing on examples of communities across the United States.</i></p>	<p>Explore how urban, suburban and rural communities developed over time and how they are alike and different in their populations, traditions, and daily life events. Study the history and celebration of national holidays.</p>	<p>Examine the roles of citizenship in urban, suburban, and rural communities and understand how they participate in decision-making, problem-solving, and conflict resolution.</p>	<p>Environmental and geographic factors affect the development, growth, and sustenance of communities.</p>	<p>Production and acquisition of goods and services differs among communities. Citizens make decisions about the use of taxes.</p>

<b>CONTENT STANDARDS</b>	<b>HISTORY</b>	<b>CIVICS &amp; GOVERNMENT</b>	<b>GEOGRAPHY</b>	<b>ECONOMICS</b>
<p><b>Grade 3</b>  <b>World Communities</b>  <i>Students will understand diversity in the world through a study of the social, political, geographic, economic and historic characteristics of different world communities.</i></p>	<p>Examine the social, political, economic, and cultural similarities and differences of world communities and how they developed. Create timelines to illustrate how world communities change over time and map important events in their development.</p>	<p>Explore and compare how people in world communities form/operate governments, identify leaders and resolve conflicts. Identify and compare how people in world communities exercise their rights and responsibilities.</p>	<p>Identify significant environmental and geographic features of world communities and examine how they have an impact on the development and growth of those communities. Compare how people in world communities have utilized or modified environmental and geographical features to support their existence.</p>	<p>Study how world communities organize themselves and make decisions about production, distribution and consumption of goods and services to meet the economic needs and wants of their members. Examine how providing goods and services are determined by environmental and geographic features of a world community.</p>
<p><b>Grade 4</b>  <b>Connecticut &amp; Regions of the United States</b>  <i>Students will understand the development of Connecticut's state history, geography, governance, citizenship and economy and compare them to similar features of other regions/ states of the United States.</i></p>	<p>Analyze the significance of historical people, places and events in the growth and development of Connecticut and other regions/states of the United States. Create timelines to illustrate change over time.</p>	<p>Study and develop an understanding of the basic form and function of the government of Connecticut and that of the United States and an understanding of the responsibilities of citizenship.</p>	<p>Identify and compare the environmental and geographic features of Connecticut with other regions/states of the United States and their impact on the economic, cultural, and historical development of these regions.</p>	<p>Examine and understand the connection between the natural resources of each region and their impact on the economy of that region. Develop an understanding of how regions of the United States are interdependent and support production, distribution and consumption of goods and services nationally.</p>
<p><b>Grade 5</b>  <b>Discovery, Founding and Early Development of the United States</b>  <i>Students will study the major events and trends in the discovery, founding and early development of the United States.</i></p>	<p>Trace the development of the United States from exploration to westward expansion and discuss resulting changes in the lives of Europeans and Native Americans with a focus of historical people, places, and events. Use timelines to illustrate changes over time.</p>	<p>Examine how exploration, colonization, and the quest for independence have shaped the development of the society and government of the United States with a focus on the creation of our nation and its constitution.</p>	<p>Explore the impact of the geography of North American on the discovery, founding and early development of the United States and how settlers utilized or modified the environment and geographical features to support their existence.</p>	<p>Explain the economic conditions that influenced exploration, colonization and the quest for independence. Examine, over time, the environmental impact of colonization of North America and identify means for conserving and protecting natural resources.</p>

## SECTION III– Standards and Objectives

### **Kindergarten: Self and Others**

*Students will understand themselves and the ways they are connected to others in their home and school.*

### **History Unit of Study**

Students will examine their personal history and how individuals change over time and recognize important events in their family and school as presented on a timeline.

#### **Essential Questions:**

- How have I changed over time?
- How am I the same/different from other children?
- What makes a holiday?
- Why do we celebrate holidays?

#### **Enduring Understandings:**

- Students will understand that they change physically and academically over time.
- Students will understand the meaning and history of holidays.
- Students will understand that children around the world may participate in similar or different holidays.

#### **Unit Objectives:**

- Through a variety of activities, students will identify how and why they have changed academically and physically and notice similarities and differences with others.
- Students will describe events as they appear in the calendar and discuss the significance of these events in their family and in school.
- Students will participate in classroom celebrations recognizing both national and international holidays.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to Kindergarten History Unit:**

<http://dpsocialstudies.wikispaces.com/Kindergarten+Self+and+Others>

## **Kindergarten: Self and Others**

*Students will understand themselves and the ways they are connected to others in their home and school.*

### **Civics and Government Unit of Study**

Students will learn to participate in a group, respect the rights of self and others, and contribute to making rules and guidelines for the classroom and school.

#### **Essential Questions:**

- What does it mean to be a good citizen in the classroom and school communities?
- How can we solve problems peacefully in the classroom and school communities?
- How do my actions affect the classroom and school communities?

#### **Enduring Understandings:**

- Students will understand that rules help keep a community organized and safe.
- Students will understand why it is important to follow the rules, respect others and be cooperative within a group.

#### **Unit Objectives:**

- By creating and following rules in the classroom and school, students will begin to recognize that all groups have rules and will understand the reasons for those rules.
- Students will begin to identify different types of group situations, recognize the appropriate rules and will begin to understand how their actions affect the group.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to Kindergarten Civics and Government Unit:**

<http://dpsocialstudies.wikispaces.com/Kindergarten+Civics>

## **Kindergarten: Self and Others**

*Students will understand themselves and the ways they are connected to others in their home and school.*

### **Economics Unit of Study**

Students will identify earth's natural resources that can be used up or made un-useable through pollution. Students will learn about conserving resources.

#### **Essential Questions:**

- What is the difference between a need and a want?
- What is a natural resource?
- What does it mean to recycle?

#### **Enduring Understandings:**

- Students will understand that needs must be met to survive while we can do without our wants.
- Students will understand that the earth's natural resources can be used up or made unusable through pollution.
- Students will understand that recycling is important protecting the earth's natural resources.

#### **Unit Objectives:**

- Students will begin to tell the difference between needs and wants.
- Students will begin to identify how families and communities provide for their needs and wants.
- Students will be able to identify natural resources and understand the need to protect them.
- Students will participate in activities to understand recycling and conserving our natural resources.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to Kindergarten Economics Unit:**

<http://dpssocialstudies.wikispaces.com/Kindergarten+Economics>

## **Kindergarten: Self and Others**

*Students will understand themselves and the ways they are connected to others in their home and school.*

### **Geography Unit of Study**

Students will develop simple map skills, identify the physical aspects of the world, understand directionality and demonstrate how they use this knowledge in their daily life.

#### **Essential Questions:**

- What is the purpose of a map?
- What can a map tell us?
- How can I read a map?

#### **Enduring Understandings:**

- Students will understand that maps are a representation of a particular place.
- Students will understand that maps provide information to help us navigate through a particular place.

#### **Unit Objectives:**

- Students will observe and identify physical aspects of a map.
- Students will use a legend to identify specific information on a map.
- Students will navigate using a variety of physical and digital maps.
- Students will be able to use the characteristics of a map to identify what it represents.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to Kindergarten Geography Unit:**

<http://dpsocialstudies.wikispaces.com/Kindergarten+Geography>

## **First Grade: Family & Local Community**

*Students will understand the importance of community and culture, the roles of community members, and the ways in which various communities work, celebrate, and operate.*

### **History Unit of Study**

Students will examine how present and past events influence traditions of the family, school and the Darien community. They will study the American flag, its significance and appropriate use.

#### **Essential Questions:**

- What are traditions and why are they important?
- Why do different people have different traditions?
- Why are symbols important to our country?

#### **Enduring Understandings:**

- Students will understand the meaning of a tradition.
- Students will understand how traditions develop.
- Students will understand why traditions are important to family, school, and community.
- Students will understand the importance of symbols in our country.

#### **Unit Objectives:**

- Using specific examples from their families, school and community, students will demonstrate an understanding of traditions, how they developed and why we have them.
- Students will identify several American symbols and their significance.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to First Grade History Unit:**

<http://dpsocialstudies.wikispaces.com/1st+grade+traditions+and+rules>

## **First Grade: Family & Local Community**

*Students will understand the importance of community and culture, the roles of community members, and the ways in which various communities work, celebrate, and operate.*

### **Civics and Government Unit of Study**

Students will recognize the roles of group members in establishing rules and the need for rules in home, school and community. Students will demonstrate a respect for themselves and for others as well as strategies for conflict resolution.

#### **Essential Questions:**

- Why do we have rules and how are they important?
- How are rules created?
- What does it mean to be a citizen in our school and community?

#### **Enduring Understandings:**

- Students will understand why we need rules.
- Students will understand how rules are created.
- Students will understand the relationship between following rules and being a citizen.

#### **Unit Objectives:**

- Students will make and follow rules related to their classroom and school, identify rules from their community and explain why they are important to how the community operates.
- Students will demonstrate an understanding of what it means to be a good citizen in their classroom, school and community.
- Students will describe and demonstrate how to be responsible and respectful towards themselves and others.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to First Grade Civics and Government Unit:**

<http://dpsocialstudies.wikispaces.com/1st+grade+rules>

## **First Grade: Family & Local Community**

*Students will understand the importance of community and culture, the roles of community members, and the ways in which various communities work, celebrate, and operate.*

### **Economics Unit of Study**

Students will understand the difference between needs and wants and develop an understanding of how we acquire goods and who provides services.

#### **Essential Questions:**

- How are wants and needs different in different communities (family, school, Darien)?
- How do people in different communities get the goods and services they need?
- How do people in different communities handle their wants by getting goods and services?

#### **Enduring Understandings:**

- Students will understand communities have varying needs and wants based on their purpose and resources.
- Students will understand that communities will meet their needs and wants for goods and services differently.

#### **Unit Objectives:**

- Students will compare and contrast their needs/wants in different communities where they are members.
- Students will identify the resources, both goods and services, that support finding the goods and services that members need and want in different communities.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to First Grade Economics Unit:**

<http://dpssocialstudies.wikispaces.com/1st+grade+needs+and+wants>

## **First Grade: Family & Local Community**

*Students will understand the importance of community and culture, the roles of community members, and the ways in which various communities work, celebrate, and operate.*

### **Geography Unit of Study**

Students will examine the function of maps and the globe and recognize various elements of geography including basic land and water forms and cardinal directions.

#### **Essential Questions:**

- What is the purpose of a globe and how does it differ from a map?
- How and why do maps change?

#### **Enduring Understandings:**

- Students will understand that maps are a representation of particular places while globes represent the world.
- Students will understand that maps and globes help us to navigate local and global places.
- Students will understand that maps change over time for a variety of reasons.

#### **Unit Objectives:**

- Students will learn the features of maps and globes and the process for using them.
- Students will use the features and symbols of maps and globes to identify locations and movement from place to place.
- Students will study instances when and why maps have changed.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to First Grade Geography Unit:**

<http://dpsocialstudies.wikispaces.com/1st+grade+maps+and+globes>

## **Second Grade: National Communities**

*Students will understand features of urban, suburban and rural communities from historical, economic, and geographical perspectives drawing on examples of communities across the United States.*

### **History Unit of Study**

Students will explore how urban, suburban and rural communities developed over time and how they are alike and different in their populations, traditions, and daily life events. They will study the history and celebration of national holidays.

#### **Essential Questions:**

- What are urban, suburban and rural communities similar or different?
- How does past history impact the present way of life in a community?
- How do national holidays affect life in local communities?

#### **Enduring Understandings:**

- Students will understand key characteristics of urban, suburban and rural communities.
- Students will understand how events shape a community over time and influence changes in people's behaviors and perceptions.
- Students will understand how national holidays serve to unite people across diverse communities.

#### **Unit Objectives:**

- Students will compare and contrast various types of communities, rural, urban, suburban, to identify their similarities and differences.
- Students will be able to explain how past historical events impact present day communities.
- Students will research national holidays with the goal of describing how they are celebrated in a variety of communities.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to First Grade History Unit:**

<http://dpssocialstudies.wikispaces.com/2nd+Grade+Town+Community>

## **Second Grade: National Communities**

*Students will understand features of urban, suburban and rural communities from historical, economic, and geographical perspectives drawing on examples of communities across the United States.*

### **Civics and Government Unit of Study**

Students will examine the roles of citizenship in urban, suburban, and rural communities and understand how they participate in decision-making, problem-solving, and conflict resolution.

#### **Essential Questions:**

- How do citizens use rules and laws to make decisions, solve problems and resolve conflicts?
- How does a community depend on its citizens to keep order and safety?

#### **Enduring Understandings:**

- Students will understand that every type of community (rural, urban, suburban) has established rules that allow its citizens to make decisions, solve problems and resolve conflicts.
- Students will understand that the order and safety of a community depends upon the cooperation of its citizens to follow the rules and laws.

#### **Unit Objectives:**

- Students will be able to identify similarities and differences in rules and laws of urban, suburban and rural communities.
- Students will describe and give examples of how each type of community uses their rules and laws to make decisions, solve problems and resolve conflicts.
- Students will be able to describe the impact on the organization and safety of a community when citizens fail to follow the rules/laws.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to First Grade Civics and Government Unit:**

<http://dpsocialstudies.wikispaces.com/2nd+Grade+Classroom+Communities+Unit>

## **Second Grade: National Communities**

*Students will understand features of urban, suburban and rural communities from historical, economic, and geographical perspectives drawing on examples of communities across the United States.*

### **Economics Unit of Study**

Production and acquisition of goods and services differs among communities. Citizens make decisions about the use of taxes.

#### **Essential Questions:**

- How does production and acquisition of goods and services differ among communities?
- How do citizens within a community differ in the acquisition of goods and services to meet their needs and wants?

#### **Enduring Understandings:**

- Students will understand that the nature of a community will determine how goods and services are produced and acquired.
- Students will understand how the characteristics of a community (rural, urban, suburban) impact how citizens provide for their needs and wants.
- Students understand how taxes contribute to the economy of a community.

#### **Unit Objectives:**

- Students will compare and contrast the differences among rural, urban and suburban areas and explain why people might move from one area to another.
- Students will explain how different occupations contribute to a marketplace in urban, rural and suburban communities (jobs that produce goods vs jobs that provide services).
- Students will explore how taxes are collected and utilized in various communities (rural, urban and suburban).

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to Kindergarten Economics Unit:**

<http://dpsocialstudies.wikispaces.com/2nd+Grade+National+Communities>

## **Second Grade: National Communities**

*Students will understand features of urban, suburban and rural communities from historical, economic, and geographical perspectives drawing on examples of communities across the United States.*

### **Geography Unit of Study**

Environmental and geographic factors affect the development, growth, and sustenance of communities.

#### **Essential Questions:**

- How do environmental and geographic features of a community affect its development and growth?
- How do environmental and geographic features of a community affect the lives of its inhabitants?

#### **Enduring Understandings:**

- Students will understand that key characteristics of any community have developed and grown based upon features of the environment and the geography of its physical location.
- Students will understand that inhabitants of a particular community must provide for their needs and wants using the resources that are provided by that community.

#### **Unit Objectives:**

- Students will explain how the economy (goods, services, taxes) of a community developed in a particular way because of its unique environmental and geographic features.
- Students will compare and contrast how the lives of two families from distinct communities are similar or different because of their geographical location.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

**DPS Social Studies Wiki Link to Second Grade Geography Unit:**

### **Third Grade: World Communities**

*Students will understand diversity in the world through a study of the social, political, geographic, economic and historic characteristics of different world communities.*

#### **History Unit of Study**

Students will examine the social, political, economic, and cultural similarities and differences of world communities and how they developed. They will create timelines to illustrate how world communities change over time and map important events in their development.

#### **Essential Questions:**

- How do world communities develop and change over time?
- How does the history of a community impact the future?

#### **Enduring Understandings:**

- Students will understand how communities were formed in different global locations.
- Students will understand how the social and cultural identities of immigrants affect the development of a new community.
- Students will understand how communities change over time due to social, political, economic and cultural factors.

#### **Unit Objectives:**

- Students will compare and contrast the development of two different world communities.
- Students will track the movement of a group of people from one community to another using a timeline to explain why they made the change and how it affected their lives.
- Students will trace immigration patterns between two communities over time and place including the social and cultural characteristics that were passed on from one community to the other.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to Third Grade History Unit:**

<http://dpssocialstudies.wikispaces.com/3rd+Grade+History>

### **Third Grade: World Communities**

*Students will understand diversity in the world through a study of the social, political, geographic, economic and historic characteristics of different world communities.*

#### **Civics and Government Unit of Study**

Students will explore and compare how people in world communities form/operate governments, identify leaders and resolve conflicts. They will identify and compare how people in world communities exercise their rights and responsibilities.

#### **Essential Questions:**

- How are world communities similar and different in how they form and operate governments, identify leaders and resolve conflicts?
- How are people in world communities similar and different in how they exercise their rights and responsibilities?

#### **Enduring Understandings:**

- Students will understand similarities and differences between the government of their own community and that of other communities of the world.
- Students will understand how people in their own and in world communities are alike and different in the ways they exercise their rights and fulfill their responsibilities.

#### **Unit Objectives:**

- Students will compare and contrast two world communities to identify how their government systems (executive, judicial, legislative) influence the lives of citizens.
- Students will identify a contemporary issue and explain how the citizens in a particular world community might view/resolve that issue given their social and political structure.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to Third Grade Civics and Government Unit:**

<http://dpsocialstudies.wikispaces.com/3rd+Grade+Civics>

### **Third Grade: World Communities**

*Students will understand diversity in the world through a study of the social, political, geographic, economic and historic characteristics of different world communities.*

#### **Economics Unit of Study**

Students will study how world communities organize themselves and make decisions about production, distribution and consumption of goods and services to meet the economic needs and wants of their members. They will examine how providing goods and services are determined by environmental and geographic features of a world community.

#### **Essential Questions:**

- What is the responsibility of a world community to provide for the needs and wants of its members?
- What is the responsibility of the members of a world community to provide for their own needs and wants?

#### **Enduring Understandings:**

- Students will understand that the organization of production, distribution and consumption of goods and services in world communities affect their ability to meet the economic needs and wants of their citizens.
- Students will understand that the environmental and geographic resources of a world community impact its ability to provide the goods and services needed by its citizens.

#### **Unit Objectives:**

- Students will identify and compare two world communities to highlight differences in the process/structures they use to provide for the economic needs and wants of their citizens.
- Using the same two communities, students will identify how the environment and geographic resources of the communities impacted the provision of goods and services.
- Students will examine how people in world communities trade or barter for their needs.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to Third Grade Economics Unit:**

<http://dpsocialstudies.wikispaces.com/3rd+Grade+Economics>

### **Third Grade: World Communities**

*Students will understand diversity in the world through a study of the social, political, geographic, economic and historic characteristics of different world communities.*

#### **Geography Unit of Study**

Students will identify significant environmental and geographic features of world communities and examine how they have an impact on the development and growth of those communities. They will compare how people in world communities have utilized or modified environmental and geographical features to support their existence.

#### **Essential Questions:**

- How do geography, climate, and natural resources affect the way people live and work?
- What impact do people have on the natural resources of a community as they strive to support their existence?

#### **Enduring Understandings:**

- Students will understand that how people live is affected by where they live.
- Students will understand members of world communities adapt to the geographical features of the region.
- Students will understand that natural resources are based on geographical features and location and can change over time.
- Students will understand that humans can positively change the environment and physical features in a community but can also have a negative impact on the environment and its natural resources.

#### **Unit Objectives:**

- Students will explain how a world community has developed and adapted to its geographical location and natural resources.
- Students will examine how geographical features in a world community change over time naturally and because of human activity.

#### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
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  - Authentic Student-Centered Performance Assessments

**DPS Social Studies Wiki Link to Third Grade Geography Unit:**

<http://dpsocialstudies.wikispaces.com/3rd+Grade+Geography>

***Fourth Grade: Connecticut & Regions of the United States***

*Students will understand the development of Connecticut's state history, geography, governance, citizenship and economy and compare them to similar features of other regions/ states of the United States.*

**History Unit of Study**

Students will analyze the significance of historical people, places and events in the growth and development of Connecticut and other regions/states of the United States. They will create timelines to illustrate change over time.

**Essential Questions:**

- What causes change and development in a geographic region?

**Enduring Understandings:**

- Through multiple waves of immigration, the United States and its regions continue to develop socially, economically and culturally.
- Different cultures and customs have helped define the people and the regions of the United States.

**Unit Objectives:**

- Students will explain and describe how the nature of a region was shaped both economically and culturally by patterns of immigration and compare that information to the development of Connecticut as a region.
- Students will outline the development of a region in the United States according to major historical events and compare the outline with one of Connecticut to note similarities and differences.

**Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

**DPS Social Studies Wiki Link to Fourth Grade History Unit:**

<http://dpsocialstudies.wikispaces.com/4th+Grade+History>

### **Fourth Grade: Connecticut & Regions of the United States**

*Students will understand the development of Connecticut's state history, geography, governance, citizenship and economy and compare them to similar features of other regions/ states of the United States.*

#### **Civics and Government Unit of Study**

Students will study and develop an understanding of the basic form and function of the government of Connecticut and that of the United States and an understanding of the responsibilities of citizenship.

#### **Essential Questions:**

- How does a community develop the structure and function of its government?
- How do citizens protect their own rights while also maintaining responsibility towards others in their community?

#### **Enduring Understandings:**

- The structure and function of government is developed by the people in a community over time.
- Rules, laws and government provide for the needs of their citizens and protect their rights and safety.
- All citizens have responsibilities within their communities.

#### **Unit Objectives:**

- Students will trace the development of the structure and functions of the government of Connecticut, identifying its essential components and their functions.
- Students will discuss and describe how the government balances the rights of individuals with the common good. How is this process similar or different in Connecticut government as compared to the U. S. government?
- Students will explain how citizens both individually and collectively influence government policy. Can an individual make a difference?

#### **Unit Instruction and Assessment:**

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  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to Fourth Grade Civics and Government Unit:**

<http://dpsocialstudies.wikispaces.com/4th+Grade+Civics>

### ***Fourth Grade: Connecticut & Regions of the United States***

*Students will understand the development of Connecticut's state history, geography, governance, citizenship and economy and compare them to similar features of other regions/ states of the United States*

#### **Economics Unit of Study**

Students will examine and understand the connection between the natural resources of each region and their impact on the economy of that region. They will develop an understanding of how regions of the United States are interdependent and support production, distribution and consumption of goods and services nationally.

#### **Essential Questions:**

- What is the responsibility of individual states or regions to work together in support of the country?

#### **Enduring Understandings:**

- Resources play an important role in the United States economy.
- Each region maintains a certain economy that affects the entire country.
- Regions offer different economic opportunities across the United States.

#### **Unit Objectives:**

- Through a study of the economy of Connecticut and surrounding regions, students will learn how people in a state, region, or country identify and use resources to meet their needs.
- Students will investigate the interconnection of various regions of the United States and their interdependence on each other for the production, distribution and consumption of goods and services.

#### **Unit Instruction and Assessment:**

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  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

#### **DPS Social Studies Wiki Link to Fourth Grade Economics Unit:**

<http://dpsocialstudies.wikispaces.com/4th+Grade+Economics>

***Fourth Grade: Connecticut & Regions of the United States***

*Students will understand the development of Connecticut's state history, geography, governance, citizenship and economy and compare them to similar features of other regions/ states of the United States.*

**Geography Unit of Study**

Students will identify and compare the environmental and geographic features of Connecticut with other regions/states of the United States and their impact on the economic, cultural, and historical development of these regions.

**Essential Questions:**

- How do natural landforms, geography, and types of resources affect historical development across the regions of the United States?
- How does where you live affect how you live?

**Enduring Understandings:**

- United States is comprised of five different regions that are defined by their natural land forms.
- The environmental and geographic features of these regions of the United States have affected the economic, cultural and historical lives of the people who live there.

**Unit Objectives:**

- Students will identify the environmental and geographic features of Connecticut and a state in another region of the United States to compare how they impacted the development of those regions.
- Students will explain how humans and the environment are affected by each other by tracing the growth of regions of the United States according to their geographical features like mountains, waterways, weather patterns, etc.

**Unit Instruction and Assessment:**

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  - Mini Lessons
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  - Authentic Student-Centered Performance Assessments

**DPS Social Studies Wiki Link to Fourth Grade Geography Unit:**

<http://dpsocialstudies.wikispaces.com/4th+Grade+Geography>

***Fifth Grade: Discovery, Founding and Early Development of the United States***  
*Students will study the major events and trends in the discovery, founding and early development of the United States.*

## Unit I - Native Americans

### **Essential Questions:**

- How and why does where you live affect how you live?
- Whose story is it?
- How does an individual or a group of individuals genuinely live in harmony with the land and the environment?

### **Enduring Understandings:**

- Prior to European exploration, Native American tribes were the only human inhabitants throughout North America.
- There are many migration theories about the origins of early Native American civilizations.
- Native American civilizations developed throughout the Americas, and their customs and ways of living were dictated by the environment.

### **Unit Objectives:**

- Students will be able to understand through investigation various theories about the origins and migration of early Native Americans.
- Students will be able to compare and contrast traditions, customs, values and government of Native American tribes across the various regions of North America.
- Students will understand geographic and climatic impact on Native American ways of life and survival.

### **Unit Instruction and Assessment:**

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  - Mini Lessons
  - Suggested Activities
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  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

**DPS Social Studies Wiki Link to Fifth Grade Native American Unit:**

<http://dpsocialstudies.wikispaces.com/5th+Grade+Unit+1-+Native+Americans>

***Fifth Grade: Discovery, Founding and Early Development of the United States***  
*Students will study the major events and trends in the discovery, founding and early development of the United States.*

## Unit II - European Exploration

### **Essential Questions:**

- Why explore?
- What drives and motivates exploration?
- Were the Americas discovered or conquered?
- How and why would life never be the same after European exploration to the new world?

### **Enduring Understandings:**

- Europeans exploration to the Western Hemisphere was motivated by a variety of reasons (Gold, God & Glory).
- European exploration to the new world greatly impacted the Native American's way of life.
- European culture clashed with the Native American's spiritual, environmental and governmental belief systems and overall way of life.

### **Unit Objectives:**

- Students will be able to explain how events in Europe motivated individuals to explore the unknown.
- Students will be able to explain the impact of European exploration on both the new and the old world.
- Students will compare and contrast Native American life before and after the arrival of the European Explorers.
- Students will examine and look through both a Native American and European lens to understand and compare both perspectives.
- Students will be able to analyze the cultural interactions between Native Americans and European explorers, and explain the negative and positive effects of these interactions.

### **Unit Instruction and Assessment:**

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  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

**DPS Social Studies Wiki Link to the Fifth Grade European Exploration Unit:**  
<http://dpsocialstudies.wikispaces.com/5th+Grade+Unit+2-+European+Exploration>

***Fifth Grade: Discovery, Founding and Early Development of the United States***  
*Students will study the major events and trends in the discovery, founding and early development of the United States.*

<b>Unit III - Colonization</b>
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**Essential Questions:**

- How and why do beginnings matter?

**Enduring Understandings:**

- Religion, culture, economics, topography and climate led to the diverse development of the New England, the Middle and Southern Colonies.

**Unit Objectives:**

- Students will be able to demonstrate an understanding of Dutch, English, French and Spanish patterns of colonization.
- Students will be able to explain the reasons why colonists came to the New World and the expectations they set for themselves while living here.
- Students will be able to analyze how environmental and human factors accounted for differences in the cultures and economies of the various colonies.
- Students will be able to trace the arrival of Africans in the English colonies in the 17th century and the increase in the slave trade during the colonial period.
- Students will be able to compare how English settlers interacted with Native Americans and Africans in the New World and explain how these interactions continue to affect these groups today.
- Students will be able to analyze how family, church, work, community life and governments evolved in the colonies.

**Unit Instruction and Assessment:**

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  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

**DPS Social Studies Wiki Link to Fifth Grade Colonization Unit:**

<http://dpsocialstudies.wikispaces.com/5th+Grade+Unit+3-+Colonization>

***Fifth Grade: Discovery, Founding and Early Development of the United States***  
*Students will study the major events and trends in the discovery, founding and early development of the United States.*

## Unit IV - Road to the Revolution

### **Essential Questions:**

- How and why did tension build between the 13 English Colonies and Great Britain?
- Was the American Revolution the only way the colonists' voices could be heard?
- What motivates and justifies a revolution?

### **Enduring Understandings:**

- Students will understand how and why tensions built between the colonists and Great Britain.

### **Unit Objectives:**

- Students will be able to analyze the various events that led to an escalation of conflict resulting in the American Revolution.
- Students will know how the colonists and their leaders prepared for war with Great Britain.
- Students will be able to differentiate between the colonists' conflicting attitudes and positions toward seeking independence (e.g. loyalists, patriots, undecided).

### **Unit Instruction and Assessment:**

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  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

**DPS Social Studies Wiki Link to Fifth Grade Road to the Revolution Unit:**

<http://dpsocialstudies.wikispaces.com/5th+Grade+Unit+4-+The+Road+to+Revolution>

***Fifth Grade: Discovery, Founding and Early Development of the United States***  
*Students will study the major events and trends in the discovery, founding and early development of the United States.*

## Unit V - The American Revolution

### **Essential Questions:**

- What is an American?
- What is independence?

### **Enduring Understandings:**

- There were several pivotal battles of the Revolution (Lexington/Concord, Bunker Hill, Trenton, Saratoga, Yorktown).
- Many diverse groups came together to support the Patriots war for independence.

### **Unit Objectives:**

- Students will be able to analyze the reasons, benefits and possible consequences of uniting for the common cause of independence (Common Sense, Declaration of Independence).
- Students will be able to evaluate the motivations of diverse groups (other countries, individuals, races, genders) who came together to support the Patriots in the pursuit of independence and their importance to victory.
- Students will be able to locate, sequence and explain the significance of pivotal battles of the Revolution (Lexington/Concord, Bunker Hill, Trenton, Saratoga, Yorktown).

### **Unit Instruction and Assessment:**

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  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

### **DPS Social Studies Wiki Link to Fifth Grade Revolution Unit:**

<http://dpsocialstudies.wikispaces.com/5th+Grade+Unit+5-+The+American+Revolution>

***Fifth Grade: Discovery, Founding and Early Development of the United States***  
*Students will study the major events and trends in the discovery, founding and early development of the United States.*

## Unit VI - The Constitution

### **Essential Questions:**

- What is the purpose of the Constitution?
- Why do we need a Constitution?
- What is the difference between an individual's *rights* and *responsibilities*?

### **Enduring Understandings:**

- The Constitution is a framework that establishes the 3 branches of government & a system of checks and balances.
- The Constitution protects citizens' rights.

### **Unit Objectives:**

- Students will be able to explain the purpose and necessity of the US Constitution.
- Students will be able to analyze the Bill of Rights.
- Students will be able to understand how and why the government is organized into three branches as well as the system of checks and balances.
- Students will be able to identify leaders of the executive branch at the national, state and local level (President, Governor, First Selectman).

### **Unit Instruction and Assessment:**

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  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

**DPS Social Studies Wiki Link to Fifth Grade Constitution Unit:**

<http://dpsocialstudies.wikispaces.com/5th+Grade+Unit+6-+The+Constitution>

***Fifth Grade: Discovery, Founding and Early Development of the United States***  
*Students will study the major events and trends in the discovery, founding and early development of the United States.*

## Unit VII - Expansionism

### **Essential Questions:**

- How did the United States grow economically, socially and geographically?
- How has westward expansionism affected the people, culture and economy of the United States past and present?

### **Enduring Understandings:**

- The US expanded its borders to the Pacific Ocean through the Louisiana Purchase, the Texas annexation, the Oregon Compromise and other transactions/events.
- The Industrial Revolution changed the US culturally, economically and demographically.

### **Unit Objectives:**

- Students will be able to analyze how key events and issues contributed to the growth of the US (immigration, industry, manifest destiny, Louisiana Purchase, Mexican War).

### **Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

### **DPS Social Studies Wiki Link to Fifth Grade Expansionism Unit:**

<http://dpssocialstudies.wikispaces.com/5th+Grade+Unit+7-+Expansionism>

***Fifth Grade: Discovery, Founding and Early Development of the United States***  
*Students will study the major events and trends in the discovery, founding and early development of the United States.*

<b>Unit VIII -A Nation at War</b>
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**Essential Questions:**

- Was the Civil War inevitable?
- Was the Civil War detrimental or beneficial to the growth of our nation?

**Enduring Understandings:**

- The Civil War was caused by tensions between the North and South, Abraham Lincoln's election and the bombardment of Fort Sumter.

**Unit Objectives:**

- Students will be able to analyze the events as well as the social, political and economic causes of the Civil War (slavery, westward expansion, state's rights vs. Federal rights, election of Abraham Lincoln, bombardment of Fort Sumter)
- Students will be able to identify the outcomes of the Civil War and the need for reconstruction.

**Unit Instruction and Assessment:**

- The *Social Studies Wiki* fosters collaboration and continual development of each unit of study. Teachers will be continuously drawing from and adding to these electronic files. Please click below to find the current supporting resources for this unit of study:
  - Mini Lessons
  - Suggested Activities
  - Technology Resources
  - Suggested Timeframe
  - Key Vocabulary
  - Interdisciplinary Connections
  - Authentic Student-Centered Performance Assessments

**DPS Social Studies Wiki Link to Fifth Grade Civil War Unit:**

<http://dpsocialstudies.wikispaces.com/5th+Grade+Unit+8-+The+Civil+War>