Teachers' Desk Reference

Delaware Content Standards, Performance Indicators, and Extended Performance Indicators

Grades K - 12

For access to the General Curriculum and IEP Development
Introduction

This Teachers’ Desk Reference to Delaware Content Standards, Performance Indicators, and Extended Performance Indicators for Access to the General Curriculum and IEP Development is part of the Delaware Department of Education’s ongoing efforts to provide assistance and support to local school districts in their development of curricula for students with the most significant cognitive disabilities.

About this Practical Reference Tool:

Inside this binder you will find useful information that:

- details the essential skills and knowledge that general education students must attain at each grade level in English Language Arts, Mathematics, Science, and Social Studies;
- offers IEP teams material to assist in the development and revision of IEP objectives and benchmarks;
- serves as a reference for teachers in planning lessons and developing units;
- provides an overview of all the Performance Indicators (PI) at each grade level; and
- provides an overview of Extended Performance Indicators (ExPI) which provide alternative “access points” to the Standards.

Performance Indicators and Extended Performance Indicators:

The Performance Indicators – statements for what students should know and be able to do at the completion of each grade level – have not been changed from the Delaware Content Standards and Performance Indicators document. Rather, they have been reformatted and condensed into one document in order to assist IEP teams. There is one additional page added to each Content Standard, which includes the Extended Performance Indicators (ExPIs).

ExPIs were developed because existing performance indicators within the Delaware Content Standards do not adequately address the educational needs of all students who participate in the alternate assessment. These ExPIs are embedded functional skills within the Academic Content Standards.

Unlike the DSTP, the DAPA-II may use off-grade PIs or ExPIs. The No Child Left Behind Act allows students in the alternate assessment to have different “access points” to the Academic Content Standards.
IEP Development:

According to the IDEA Re-authorization of 1997, the IEP must address two areas: (1) access to and progress in the general education curriculum; and (2) other areas of needs that are related to the student’s disability. These Academic Content Standards address the first area only.

The IEP does not have to link to all standards.

The Individualized Education Plan (IEP) team will select which standards and corresponding performance indicators (PIs and ExPIs) will be used in the student’s IEP.

Before selecting an Extended Performance Indicator the IEP team should …

First, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled. Second, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., 4.216 round money as an estimation strategy could be modified as round money to the next highest dollar).

Third, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K4.05 Take turns and demonstrate how to work cooperatively through sharing and taking turns could be modified as take turns or share).

How the Performance Indicators are Presented for Use:

English Language Arts – The Content Standards are presented as broad, end-point goals. For each content standard the characteristics of proficient student performance are described for each of the state-defined grade clusters: K-3, 4-5, 6-8, and 9-10. Many of the performance indicators remain consistent across the grade levels; it is the nature of the text, which the students are creating or to which they are responding, that become more complex.

Mathematics – The Content Standards are written for grades K-10 since the study of mathematics is more specialized after this time. The document’s Content Standards define what every Delaware student should know and be able to do. The standards are not meant to define a chapter in a text or a unit of instruction. Rather, learning events and problem solving integrate topics and ideas across standards and curricular areas. The content is described as a set of essential mathematical processes and knowledge with an emphasis on the use of technology, cooperative learning, a variety of instructional techniques, and the student’s active involvement in the learning process.

Science – The Science Standards are presented as a K-12, (13 year) curriculum framework. The primary intent is to encourage study and participation by all students and the building of capacity for life-long learning. Current requirements in science are completed by the end of the sophomore year. Extension beyond 10th grade is reserved, in many cases, for students who are moving into science related majors in college.

Social Studies – For each grade cluster, the Content Standards specify what students should know and be able to do by the time they have completed the highest grade in the cluster. This content area is divided into four core discipline areas. Each core area is followed by the four standards for that discipline, with an explanation and cluster-by-cluster progression of specific expectations. For example, History Standard One revolves around the concept of chronology (e.g., measuring time). Beneath the standard are the expectations of students at each grade cluster. All history standards are grouped together so that the reader can gain an overall perspective of the skills and content and an understanding of the progression through which they will be taught.
Social Studies
SOCIAL STUDIES CIVICS STANDARD ONE

Student will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

Topic: Government
End of Cluster Expectations

By the end of grade 3 students will be able to:
• Understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.
• Understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected.

By the end of grade 5 students will be able to:
• Understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions.
• Understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.

By the end of grade 8 students will be able to:
• Understand that governments have the power to make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war.
• 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.

By the end of grade 11 students will be able to:
• Analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.
## CIVICS STANDARD ONE
Performance Indicators
Government

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade One</th>
<th>Grade Two</th>
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<td>Students will be able to:</td>
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</tr>
<tr>
<td>K.401 explain why rules must be followed.</td>
<td>1.401 make choices regarding classroom issues.</td>
<td>2.401 identify various people and groups who make, apply, and enforce rules and laws for others (e.g., adult family members, teachers, elected officials).</td>
<td>3.401 explain the differences between power (e.g., ability to direct and control) and authority (e.g., power that people have the right to use because of custom, law, or the consent of the governed).</td>
<td>4.401 distinguish between constitutional and non-constitutional governments.</td>
<td>5.401 explain why it is important for nations to resolve problems peacefully.</td>
</tr>
<tr>
<td>K.402 identify people in the family and school who hold positions of authority.</td>
<td>1.402 explain the responsibilities of people in positions of authority at home and in school.</td>
<td>2.402 identify an elected official in the local community, in Delaware, and in the United States.</td>
<td>3.402 define several purposes for government.</td>
<td>4.402 provide examples of ways the U.S. government interacts with other governments in the world (e.g., diplomacy, treaties, military force, trade).</td>
<td>5.402 explain the main function of each of the three branches of government as defined by the United States Constitution.</td>
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<td>2.403 describe several ways that citizens demonstrate respect for positions of authority.</td>
<td>3.403 explain that elected officials have a responsibility to represent the interests the people who elected them.</td>
<td>4.403 explain why the world is divided into many different nations.</td>
<td>5.403 explain the system of “checks and balances” as outlined by the United States Constitution.</td>
</tr>
</tbody>
</table>
## CIVICS STANDARD ONE
### Performance Indicators
#### Government

<table>
<thead>
<tr>
<th>Grade Six</th>
<th>Grade Seven</th>
<th>Grade Eight</th>
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<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td><strong>6.401</strong> list and describe several forms of governments in different times and places e.g., Presidential, Parliamentary, Authoritarian, Monarchy, Communist).</td>
<td><strong>7.401</strong> compare and contrast various organizational structures of government. <strong>7.402</strong> describe the major powers of governments e.g., make and enforce laws and regulations, levy taxes, conduct foreign policy, and make war. <strong>7.403</strong> distinguish among the powers of local, state, and federal governments.</td>
<td><strong>8.401</strong> differentiate between the functions of federal, state and local governments in the United States. e.g., declare war, regulate interstate commerce, license autos and marriages, and regulate zoning). <strong>8.402</strong> explain the purpose for the different organizational structures of each level of government. e.g., separation of powers, checks &amp; balances, oversight, effective administration). <strong>8.403</strong> explain the advantages and disadvantages of democratic systems of government.</td>
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</tbody>
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DDOE/DAPA-II

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Social Studies 3
CIVICS STANDARD ONE  
Performance Indicators  
Government  
High School

**Students will be able to:**

**C.401** describe the purposes and structures of democratic governments.  
**C.402** describe the purposes and structures of authoritarian governments.  
**C.403** analyze the influence that culture, values, and histories have in determining a nation’s form of government.  
**C.404** interpret how differing ideologies such as classical republicanism (e.g., common good) and classical liberalism (e.g., self interest) influence a nation’s form of government.  
**C.405** provide examples of how the principles of rule of law and rule of men are applied by governments.  
**C.406** compare and contrast the purposes and structures of democratic and authoritarian types of governments.
**CIVICS STANDARD ONE**
**Performance Indicators**
**Government**

Before selecting an Extended Performance Indicator* the IEP team should…

**First**, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.

**Second**, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., 4.216 *round money as an estimation strategy* could be modified as *round money to the next highest dollar*).

**Third**, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K.4.05 *Take turns and demonstrate how to work cooperatively through sharing and taking turns* could be modified as *take turns* or *share*).

### EXTENDED PERFORMANCE INDICATORS

Using their mode of communication, with or without assistance, student will be able to:

<table>
<thead>
<tr>
<th>X.401</th>
<th>Respond to authority commands.</th>
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<tbody>
<tr>
<td>X.402</td>
<td>Access community helpers.</td>
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<tr>
<td>X.403</td>
<td>Follow rules.</td>
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<tr>
<td>X.404</td>
<td>Identify roles within a group.</td>
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</tbody>
</table>

- Activities, coming soon!

*Extended Performance Indicators presented are only a sample list and should not be considered exhaustive. These Extended Performance Indicators may be modified or additional Extended Performance Indicators can be developed.*
SOCIAL STUDIES CIVICS STANDARD TWO

Student will understand the principles and ideals underlying the American political system.

Topic: Politics
End of Cluster Expectations

By the end of grade 3 students will be able to:

• Understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.

By the end of grade 5 students will be able to:

• Understand that the principle of “due process” means that the government must follow its own rules when taking actions against a citizen.
• Understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility.

By the end of grade 8 students will be able to:

• 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.
• 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 Paper.

By the end of grade 11 students will be able to:

• Examine and analyze the extra-Constitutional role that political parties play in American politics.
• Understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.
## CIVICS STANDARD TWO
### Performance Indicators
#### Politics

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<thead>
<tr>
<th>Kindergarten</th>
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<tr>
<td><strong>K.403</strong> distinguish between an appropriate and an inappropriate behavior.</td>
<td><strong>1.403</strong> give examples ways to show respect for others.</td>
<td><strong>2.404</strong> explain why the property and opinions of others should be respected.</td>
<td><strong>3.405</strong> explain the necessity for rules and laws to protect individuals’ rights.</td>
<td><strong>4.406</strong> list three civic responsibilities of a United States citizen (e.g. obey laws, vote, pay taxes).</td>
<td><strong>5.404</strong> explain the connection between rights and responsibilities under the United States Constitution.</td>
</tr>
<tr>
<td></td>
<td><strong>1.404</strong> explain the characteristics of a &quot;good rule&quot; (e.g. understandable, fair, promotes common good, protects individuals).</td>
<td><strong>2.405</strong> explain how a good rule or law is fair and solves a specific problem.</td>
<td><strong>3.406</strong> apply criteria (e.g. understandable, fair, promotes common good, protects individual) useful in evaluating rules and laws.</td>
<td><strong>4.407</strong> provide an example of a citizen’s rights and the limitations to that right.</td>
<td><strong>5.405</strong> explain “due process” and its impact on the citizenry.</td>
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<td></td>
<td><strong>1.405</strong> identify similarities and differences among people (e.g. cultural, racial, ethnic).</td>
<td><strong>2.406</strong> describe some advantages of diversity.</td>
<td><strong>3.407</strong> explain why the United States has such a diverse population.</td>
<td><strong>4.408</strong> identify examples of conflicts cause by diversity (e.g., discrimination, alienation).</td>
<td><strong>5.406</strong> describe ways that conflicts about issues, such as unfair treatment or diversity, can be resolved in a peaceful manner that respects individual rights and promotes the common good.</td>
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</tbody>
</table>
## CIVICS STANDARD TWO
### Performance Indicators
### Politics

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<tr>
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<tr>
<td>6.403 provide examples of human rights.</td>
<td>7.404 explain the necessity for human rights to be protected by law.</td>
<td>8.404 explain the principles and content of the Declaration of Independence, the United States Constitution (including the Bill of Rights), and the Federalist Papers.</td>
</tr>
<tr>
<td>6.404 describe alternative means of conflict management (e.g., negotiation, mediation, arbitration, and litigation)</td>
<td>7.405 give examples of minority rights within a society where the majority rules.</td>
<td>8.405 explain why the amendments to the United States Constitution are necessary to protect the rights of all citizens in a society based on majority rule.</td>
</tr>
<tr>
<td>6.405 explain the concept of minority rights within a society where the majority rules</td>
<td>7.406 explain the advantages and disadvantages of various means of conflict management.</td>
<td>8.406 explain the basic principles of the juvenile justice system.</td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
<td>8.407 describe the major differences between the due process rights of juveniles and adults (e.g., no right to a trial by jury, emphasis on rehabilitation, confidentiality).</td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
<td>8.408 describe the discrepancies between American ideals and the realities of American social and political life (e.g., the ideal of equal opportunity and the reality of unfair discrimination).</td>
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</tbody>
</table>
CIVICS STANDARD TWO
Performance Indicators
Politics
High School

Students will be able to:

- **C.407** describe how and why political parties are created.
- **C.408** explain the role political parties play in the U.S. political system.
- **C.409** explain how political parties impact American politics.
- **C.410** explain the formal balances of power contained in the U.S. Constitution.
- **C.411** analyze how constitutional amendments change the U.S. Constitution.
- **C.412** explain how court cases and judicial review affect the formal balances of power in our government.
- **C.413** explain how the formal balance of power in our government evolves in response to acts, laws, traditions, and interpretations.
- **C.414** explain how the government of the United States addresses the discrepancies between American ideals and the realities of American social and political life (e.g., the ideal of equal opportunity and the reality of unfair discrimination).
- **C.415** explain the influence of racial, economic, regional, ethnic, or linguistic diversity on American politics.
Before selecting an **Extended Performance Indicator*** the IEP team should...

**First**, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.

**Second**, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., 4.216 *round money as an estimation strategy* could be modified as *round money to the next highest dollar*).

**Third**, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K.4.05 *Take turns and demonstrate how to work cooperatively through sharing and taking turns* could be modified as *take turns* or *share*).

### EXTENDED PERFORMANCE INDICATORS

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<th>Using their mode of communication, with or without assistance, student will be able to:</th>
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<tbody>
<tr>
<td>X.405 Demonstrate respect for others’ personal space.</td>
</tr>
<tr>
<td>X.406 Demonstrate respect for others’ personal property.</td>
</tr>
<tr>
<td>X.407 Seek assistance with conflict resolution.</td>
</tr>
</tbody>
</table>

*Activities, coming soon!

*Extended Performance Indicators presented are only a sample list and should not be considered exhaustive. These Extended Performance Indicators may be modified or additional Extended Performance Indicators can be developed.*
SOCIAL STUDIES CIVICS STANDARD THREE
Student will understand the responsibilities, rights, and privileges of United States citizens.

Topic: Citizenship
End of Cluster Expectations

By the end of grade 3 students will be able to:

- Understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).

By the end of grade 5 students will be able to:

- Identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.
- Apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.

By the end of grade 8 students will be able to:

- Understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.
- Understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service.

By the end of grade 11 students will be able to:

- Understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.
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<tr>
<th>Kindergarten</th>
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<tr>
<td><strong>K.404 identify personal responsibilities.</strong></td>
<td><strong>1.406 classify choices as appropriate or inappropriate.</strong></td>
<td><strong>2.407 define rights, responsibilities, and privileges.</strong></td>
<td><strong>3.408 explain what it means to be an American Citizen.</strong></td>
<td><strong>4.409 explain what the Bill of Rights is.</strong></td>
<td><strong>5.407 list and explain the rights guaranteed by the Bill of Rights.</strong></td>
</tr>
<tr>
<td><strong>1.407 explain how appropriate choices can lead to privileges.</strong></td>
<td><strong>2.408 explain how personal choices can affect rights and privileges.</strong></td>
<td><strong>3.409 list three responsibilities of an American citizen (e.g., take care of self/family, voting).</strong></td>
<td><strong>4.410 list five of the rights guaranteed by the Bill of Rights.</strong></td>
<td><strong>5.408 give examples of ways the Bill of Rights directly affects everyday life.</strong></td>
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### CIVICS STANDARD THREE
Performance Indicators
Citizenship

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<tr>
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<tbody>
<tr>
<td>6.406 distinguish between civil and property rights.</td>
<td>7.407 provide examples of political freedom and economic freedom.</td>
<td>8.409 describe the various ways one can become a citizen of the U.S.</td>
</tr>
<tr>
<td>6.407 provide examples of civil rights and property rights.</td>
<td>7.408 evaluate various positions on contemporary issues.</td>
<td>8.410 explain how civil rights guarantee political freedom for United States citizens.</td>
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<tr>
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<td></td>
<td>8.411 explain how property rights guarantee economic freedom for United States citizens.</td>
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<td></td>
<td>8.412 tell why civil rights and property rights are protected in the United States.</td>
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<td>8.413 describe various responsibilities and privileges that come with United States citizenship.</td>
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<td>8.414 explain what is meant by the &quot;Scope and Limits&quot; of a right.</td>
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<td>8.415 take, evaluate and defend positions on contemporary issues.</td>
</tr>
</tbody>
</table>
**Civics Standard Three**

**Performance Indicators**

**Citizenship**

**High School**

Students will be able to:

- **C.416** describe the citizen's responsibility to participate in the civic process.
- **C.417** explain the benefits of participating in the civic process.
- **C.418** explain the citizen's responsibility to uphold the laws of the land.
- **C.419** select a current public policy issue (federal, state, or local) and develop an informed position.
- **C.420** evaluate the influence of public opinion on public policy and the behavior or public officials.
- **C.421** evaluate contemporary issues that involve a question of personal rights (e.g., restricted membership in an organization, school prayer, sexual harassment, refusal or medical care).
**CIVICS STANDARD THREE**  
Performance Indicators  
Citizenship  

**Before selecting an Extended Performance Indicator** the IEP team should…

**First**, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.  
**Second**, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., *4.216 round money as an estimation strategy* could be modified as *round money to the next highest dollar*).  
**Third**, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., *K.4.05 Take turns and demonstrate how to work cooperatively through sharing and taking turns* could be modified as *take turns* or *share*).

### EXTENDED PERFORMANCE INDICATORS

*Using their mode of communication, with or without assistance, student will be able to:*

- **X.408** Demonstrate self-advocacy.  
- **X.409** Arrange for assistance with regard to mobility (e.g., call DAST, obtain/request elevator key, use walker, use wheelchair).

*Activities, coming soon!*

*Extended Performance Indicators presented are only a sample list and should not be considered exhaustive. These Extended Performance Indicators may be modified or additional Extended Performance Indicators can be developed.*
SOCIAL STUDIES CIVICS STANDARD FOUR

Student will develop and employ the civic skills necessary for effective, participatory citizenship.

Topic: Participation
End of Cluster Expectations

By the end of grade 3 students will be able to:

- Acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

By the end of grade 5 students will be able to:

- Understand that in order to select effective leaders, citizens have to become informed about candidates’ qualifications and the issues of the day.
- Identify and employ the formal and informal methods by which democratic groups function.

By the end of grade 8 students will be able to:

- Follow the actions of elected officials, and understand and employ the mechanisms for communicating with them while in office.

By the end of grade 11 students will be able to:

- Develop and employ the skills necessary to work with government programs and agencies.
- Understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.
## CIVICS STANDARD FOUR
### Performance Indicators
#### Participation

<table>
<thead>
<tr>
<th>Kindergarten</th>
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<tbody>
<tr>
<td><strong>Students will be able to:</strong> K.405 demonstrate how to work cooperatively through sharing and taking turns.</td>
<td><strong>Students will be able to:</strong> 1.408 demonstrate how to work cooperatively toward a specific goal.</td>
<td><strong>Students will be able to:</strong> 2.409 demonstrate how to achieve a goal by dividing responsibilities within a group.</td>
<td><strong>Students will be able to:</strong> 3.411 define the objective(s) of a project and cooperatively complete project.</td>
<td><strong>Students will be able to:</strong> 4.412 identify characteristics of an effective political leader. 4.413 state formal qualifications for a political office as stated in the United States Constitution. 4.414 identify current issues that a candidate could address.</td>
<td><strong>Students will be able to:</strong> 5.409 propose current issues that a candidate could address. 5.410 advocate a position on a current issue and describe possible action(s) taken to advance the cause (e.g., circulating petitions, attending meetings, supporting causes). 5.411 access the names of elected representatives at the local, state, and national level.</td>
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<tr>
<td>Grade Six</td>
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</table>
| **Students will be able to:**  
**6.408** list ways to communicate with elected officials.  
**6.409** name sources of information used to follow the political actions of elected officials. | **Students will be able to:**  
**7.409** describe the mechanisms through which citizens communicate issues to elected officials.  
**7.410** name sources of information used to follow the political actions of elected officials. | **Students will be able to:**  
**8.416** utilize various mechanisms to communicate with elected officials.  
**8.417** select and use sources of information to follow the political actions of elected officials. |
### Civics Standard Four

**Performance Indicators**

**Participation**

**High School**

*Students will be able to:*

<table>
<thead>
<tr>
<th>C.422</th>
<th>explain the various ways a citizen can participate in a political party.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.423</td>
<td>describe several ways of interacting effectively with government agencies.</td>
</tr>
<tr>
<td>C.424</td>
<td>explain the role of voluntary associations (e.g., Habitat for Humanity, soup kitchens, the Red Cross), in performing functions that governments may otherwise have to provide.</td>
</tr>
<tr>
<td>C.425</td>
<td>analyze the role of a commission or a citizen group in influencing public policy.</td>
</tr>
</tbody>
</table>
CIVICS STANDARD FOUR
Performance Indicators
Participation

Before selecting an Extended Performance Indicator* the IEP team should...

First, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled. Second, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., 4.216 round money as an estimation strategy could be modified as round money to the next highest dollar). Third, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K.4.05 Take turns and demonstrate how to work cooperatively through sharing and taking turns could be modified as take turns or share).

<table>
<thead>
<tr>
<th>EXTENDED PERFORMANCE INDICATORS</th>
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<tbody>
<tr>
<td>Using their mode of communication, with or without assistance, student will be able to:</td>
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<p>| | |</p>
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<tbody>
<tr>
<td>X.410</td>
<td>Wait one's turn.</td>
</tr>
<tr>
<td>X.411</td>
<td>Initiate taking turns.</td>
</tr>
<tr>
<td>X.412</td>
<td>Take turns.</td>
</tr>
<tr>
<td>X.413</td>
<td>Extend an object.</td>
</tr>
<tr>
<td>X.414</td>
<td>Accept an object.</td>
</tr>
<tr>
<td>X.415</td>
<td>Participate within close proximity to others.</td>
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<tr>
<td>X.416</td>
<td>Apply rehearsed social strategies.</td>
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<tr>
<td>X.417</td>
<td>Share.</td>
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<tr>
<td>X.418</td>
<td>Follow environmental cues.</td>
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<tr>
<td>X.419</td>
<td>Advocate a position on an issue.</td>
</tr>
<tr>
<td>X.420</td>
<td>Lead group activities.</td>
</tr>
<tr>
<td>X.421</td>
<td>Develop a menu of preferred activities.</td>
</tr>
<tr>
<td>X.422</td>
<td>Choose from a menu of preferred activities.</td>
</tr>
<tr>
<td>X.423</td>
<td>Participate in life-time leisure activities (e.g., walking, swimming, bowling, golfing).</td>
</tr>
</tbody>
</table>

*Extended Performance Indicators presented are only a sample list and should not be considered exhaustive. These Extended Performance Indicators may be modified or additional Extended Performance Indicators can be developed.
SOCIAL STUDIES ECONOMICS STANDARD ONE

Student will analyze the potential costs and benefits or personal economic choices in a market economy.

Topic: Microeconomics
End of Cluster Expectations

By the end of grade 3 students will be able to:
• Understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.
• Apply the concept that economic choices require the balancing of costs incurred with benefits received.

By the end of grade 5 students will be able to:
• Understand that prices in a market economy are determined by the interaction of supply and demand, with governments intervening to deal with market failures.
• Understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of the government.

By the end of grade 8 students will be able to:
• Analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.

By the end of grade 11 students will be able to:
• Demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.
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<tr>
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<td><strong>Students will be able to:</strong></td>
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<tr>
<td>K.416 define wants as something people desire.</td>
<td>1.425 understand that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants.</td>
<td>2.425 define productive resources (natural, human, capital) as something used in the production of goods and services.</td>
<td>3.432 explain that a cost is what you give up when you decide to do something.</td>
<td>4.429 define demand, supply, and market price, quantity demanded and quantity supplied.</td>
<td>5.425 describe a situation in which government action influences supply and demand for a product(s) or service(s).</td>
</tr>
<tr>
<td><strong>K.417 explain why people cannot have everything they want.</strong></td>
<td>1.426 define goods as objects that can satisfy people's wants, and services as activities that can satisfy people's wants.</td>
<td>2.426 explain how people's choices determine how resources will be used.</td>
<td>3.433 explain that a benefit is something that satisfies your wants.</td>
<td>4.430 define price as what people pay when they buy a good or service, and what they receive when they sell a good or service.</td>
<td>5.426 explain that consumers and producers make choices based on market conditions.</td>
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<tr>
<td></td>
<td>1.427 distinguish between goods and services.</td>
<td>2.427 explain how choices involve opportunity costs.</td>
<td>3.434 weigh the costs and benefits related to choices.</td>
<td>4.431 explain how market prices are determined through the decisions made by buyers and sellers.</td>
<td>5.427 describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service.</td>
</tr>
<tr>
<td></td>
<td>1.428 explain that whenever a choice is made, something is given up.</td>
<td>2.428 define scarcity.</td>
<td>3.435 explain how scarcity affects individual and family choices.</td>
<td>4.432 explain how competition takes place when there are many buyers and sellers of similar products.</td>
<td>5.428 explain how income determines access to markets.</td>
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<tr>
<td></td>
<td>1.429 identify consumers and producers.</td>
<td>4.433 explain that higher prices for a good or service provide incentives for buyers to purchase less of that good or service and for producers to make or sell more of it. Lower prices for a good or service provide incentives for buyers to purchase more of that good or service and for producers to make or sell less of it.</td>
<td>4.434 explain how government actions can create surpluses and shortages.</td>
<td>4.433 explain how competition among sellers results in lower costs and prices, higher product quality, and better customer service.</td>
<td>5.430 explain how producers determine how goods and services are produced and how resources are used.</td>
</tr>
<tr>
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<td></td>
<td>4.434 explain how government actions can create surpluses and shortages.</td>
<td>4.435 explain how scarcity affects individual and family choices.</td>
<td>4.433 explain how competition among sellers results in lower costs and prices, higher product quality, and better customer service.</td>
<td>5.431 explain how the actions of government, such as taxes and regulations, influence consumer and producer decisions.</td>
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<td>6.410 explain how a change in income, taste preference, price of other goods (substitutes and complements) and number of buyers affects demand.</td>
<td>7.411 illustrate a change in demand for a good or a service with a graph.</td>
<td>8.418 explain how sellers compete on the basis of price, product quality, customer service, product design and variety, and advertising.</td>
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<tr>
<td>6.411 explain how a change in producers’ costs such as factors of production (land, labor, capital) technology, natural disasters and number of suppliers affects supply.</td>
<td>7.412 illustrate a change in supply of a good or a service with a graph.</td>
<td>8.419 explain how competition among buyers of a product results in higher product prices.</td>
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</tr>
<tr>
<td>6.412 distinguish between production costs and selling price.</td>
<td>7.413 explain how market prices are determined by the interaction of supply and demand.</td>
<td>8.420 explain how technology impacts consumers and producers in a market economy.</td>
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<tr>
<td>7.414 explain how changes in supply and/or demand affect prices and quantity exchanged.</td>
<td>7.415 explain how the market system responds to shortages and surpluses.</td>
<td>8.421 analyze a situation where the price and quantity of a good or service was altered by a change in supply or demand.</td>
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</tbody>
</table>
**Microeconomics**

**High School**

*Students will be able to:*

**E.401** develop a personal financial plan that includes a budget, an investment portfolio, and the appropriate use of credit.

**E.402** explain what causes a shift in supply or demand and its relationship to production and distribution within a market economy.

**E.403** analyze the potential costs and benefits of a decision make by a consumer, a business firm, or a government within a market economy.

**E.404** explain how government policies impact markets and influences individual choices of households, businesses, and government.

**E.405** explain that to determine the best level of consumption of a product people must compare the additional benefits with the additional costs or consuming a little more or a little less.

**E.406** explain how the choices made by individuals, firms, or government officials in the short run often have long-run unintended consequences that can partially or entirely off set the initial effects of their decision.

**E.407** explain how government enforced price ceilings and price floors distort price signals and incentives to producers and consumers causing inefficient use of resources.

**E.408** explain the roles of government in a market economy and analyze the impact on consumers and producers.
Before selecting an Extended Performance Indicator* the IEP team should…

**First**, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.

**Second**, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., 4.216 *round money as an estimation strategy* could be modified as *round money to the next highest dollar*).

**Third**, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K.4.05 *Take turns and demonstrate how to work cooperatively through sharing and taking turns* could be modified as *take turns* or *share*).

### EXTENDED PERFORMANCE INDICATORS

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<tr>
<td>Using their mode of communication, with or without assistance, student will be able to:</td>
<td>Activities, coming soon!</td>
</tr>
<tr>
<td>X.424 Develop a budget.</td>
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<tr>
<td>X.425 Use a budget.</td>
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<tr>
<td>X.426 Compare quantity.</td>
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<tr>
<td>X.427 Compare cost.</td>
<td></td>
</tr>
<tr>
<td>X.428 Compare size.</td>
<td></td>
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</tbody>
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*Extended Performance Indicators presented are only a sample list and should not be considered exhaustive. These Extended Performance Indicators may be modified or additional Extended Performance Indicators can be developed.*
SOCIAL STUDIES ECONOMICS STANDARD TWO

Student will examine the interaction of individual, families, communities, businesses, and governments in a market economy.

Topic: Macroeconomics
End of Cluster Expectations

By the end of grade 3 students will be able to:

• Understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.

By the end of grade 5 students will be able to:

• Understand the role of banks and other financial institutions in the economy.

By the end of grade 8 students will be able to:

• 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.

By the end of grade 11 students will be able to:

• Develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.
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<tbody>
<tr>
<td>Students will be able to: 1.430 explain how wants are satisfied by an exchange of resources.</td>
<td>Students will be able to: 2.430 distinguish between consumers and producers. 2.431 define barter as the direct trading of goods and services between people. 2.432 define money as anything widely accepted in an exchange for goods and services. 2.433 explain how barter and money facilitate exchanges.</td>
<td>Students will be able to: 3.436 explain the differences between barter and money systems. 3.437 list other media employed to facilitate exchanges (e.g. credit cards, checks). 3.438 list goods that have been used to facilitate exchanges (e.g., wampum, tobacco). 3.439 compare barter and money and explain the advantages and disadvantages of each. 3.440 explain that people trade goods and services for other goods and services or money because they expect to benefit.</td>
<td>Students will be able to: 4.435 describe services a bank provides. 4.436 define savings as the part of income not spent on taxes or consumption. 4.437 define interest rate as a price of money that is borrowed or saved. 4.438 explain that banks are institutions where people save money and earn interest. 4.439 explain that banks are institutions where people borrow money and pay interest.</td>
<td>Students will be able to: 5.432 explain that banks and other financial institutions channel funds from savers to borrowers and investors. 5.433 provide examples of several types of financial institutions and tell how they differ. 5.434 describe how banks make a profit. 5.435 explain the role of financial institutions in a market economy. 5.436 describe the role of banks and other financial institutions in the local community.</td>
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# Economics Standard Two

## Performance Indicators

### Macroeconomics

<table>
<thead>
<tr>
<th>Grade Six</th>
<th>Grade Seven</th>
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</table>
| **Students will be able to:**  
6.413 identify the roles of money in an economy (medium of exchange, store of value, standard of value).  
6.414 provide examples of different types of taxes.  
6.415 explain how money is used to purchase goods and services by households and by businesses to pay for productive resources natural, human, capital).  
6.416 define inflation as an increase in most prices; deflation as a decrease in most prices. | **Students will be able to:**  
7.416 identify the role(s) of federal reserve and commercial banks in an economy.  
7.417 explain how a change in interest rates affects borrowers and savers.  
7.418 describe the effect of inflation on consumer spending.  
7.419 state purposes for which taxes are collected such as public goods and services, government programs. | **Students will be able to:**  
8.422 explain how the roles of households, businesses, and government in a market economy are interrelated.  
8.423 explain the services banking provides for households, businesses, and government.  
8.424 explain the effects that government taxes and spending have on a market economy.  
8.425 explain the impact of inflation on various groups of people such as those with fixed income, savers, and borrowers. |
ECONOMICS STANDARD TWO
Performance Indicators
Macroeconomics

Students will be able to:

E.409 explain the causes and effects of fluctuations in the business cycle in a market economy.
E.410 explain the causes (demand-side/ supply-side) and effects of inflation.
E.411 explain the causes and effects of unemployment.
E.412 explain the purpose and functions of fiscal policy.
E.413 explain how a society's use of its resource base impacts its economic growth as measured by GDP and GNP.
E.414 assess the state of an economy using economic indicators such as GDP/GN, CPI, and unemployment and inflation rates.
E.415 analyze the impact of monetary and fiscal policies on the state of the economy as measured by such economic indicators as GDP/GNP, CPI, and employment and inflation rates.
E.416 explain the goals and function of monetary policy.
E.417 explain how monetary and fiscal policies influence activity in a market economy.
### ECONOMICS STANDARD TWO

#### Performance Indicators

**Macroeconomics**

Before selecting an **Extended Performance Indicator** the IEP team should…

**First**, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.

**Second**, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., 4.216 *round money as an estimation strategy* could be modified as *round money to the next highest dollar*).

**Third**, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K.4.05 *Take turns and demonstrate how to work cooperatively through sharing and taking turns* could be modified as *take turns* or *share*).

**EXTENDED PERFORMANCE INDICATORS**

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<tr>
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<td>• Activities, coming soon!</td>
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SOCIAL STUDIES ECONOMICS STANDARD THREE

Student will understand different types of economic systems and how they change.

Topic: Economic Systems
End of Cluster Expectations

By the end of grade 3 students will be able to:
- Identify human wants and the various resources and strategies which have been used to satisfy them over time.

By the end of grade 5 students will be able to:
- Identify different means of production, distribution, and exchange used within economic systems in different times and places.

By the end of grade 8 students will be able to:
- Demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.

By the end of grade 11 students will be able to:
- Analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.
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<tr>
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<tbody>
<tr>
<td><strong>Students will be able to:</strong> 1.431 describe natural resources as &quot;gifts from nature&quot; that have not been changed by humans (e.g., land, water).</td>
<td><strong>Students will be able to:</strong> 2.434 identify human resources as the workers who produce a good or a service. 2.435 identify different ways to distribute goods, services, and resources. 2.436 explain that no method of distributing goods, services, and resources can satisfy all wants.</td>
<td><strong>Students will be able to:</strong> 3.441 identify capital resources as the manmade goods that are not used up in the production process (e.g., building, tools, equipment). 3.442 list the advantages and disadvantages of the different ways to distribute goods, services, and resources. 3.443 recognize that ways of allocating resources change over time. 3.444 recognize that over time productive resources (natural, human, and capital) have been used in different ways to satisfy wants.</td>
<td><strong>Students will be able to:</strong> 4.440 explain the differences among various economic systems as to the way each allocates its resources, goods, and services. 4.441 explain that how a society decides to use its limited resources determines the type of economic system it has. 4.442 give examples of different ways goods and services have been produced in different times and places. 4.443 describe the means by which goods and services and resources have been exchanged (barter, commodity money, fiat money) in different places and times. 4.444 define productivity and analyze different ways of increasing productivity (specialization and division of labor, investment in capital such as tools and machinery, and investment in human capital).</td>
<td><strong>Students will be able to:</strong> 5.437 explain that there are different ways to distribute goods and services (by prices, command, majority rule, contest, force, first-come, first-served, sharing equally, lottery, personal characteristics and others) and there are advantages and disadvantages to each. 5.438 state the advantages and disadvantages of different means of production in different times and places. 5.439 examine the costs and benefits of various means of exchange used in different times and places. 5.440 explain how standards of living increase as the productivity of labor improves. 5.441 state the advantages and disadvantages of increasing productivity. 5.442 define technological change as an advance in knowledge leading to new and improved goods and services and better ways of producing them.</td>
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| **Students will be able to:**  
  **6.417** explain the three basic economic questions (what, how, and for whom).  
  **6.418** describe what, how, and for whom goods and services are produced in various economies.  
  **6.419** describe how cultural differences can influence how the three basic economic questions are answered. | **Students will be able to:**  
  **7.420** examine a given economy and describe how cultural values, resources, and technologies influence production, distribution, and exchange.  
  **7.421** analyze how goods and services and resources are distributed within different economies.  
  **7.422** describe how access to resources and changing technologies influence how the three basic economic questions are answered. | **Students will be able to:**  
  **8.426** compare and contrast different economies and describe how cultural values, resources, and technologies influence production, distribution, and exchange. |
<table>
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<th>High School</th>
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Students will be able to:

**E.418** define command, market, traditional, and mixed economies.

**E.419** analyze how economic goals (equity, efficiency, freedom, growth, security, and stability) influence the way in which a society answers the three basic economic questions.

**E.420** describe the advantages and disadvantages of command, market, traditional, and mixed economies.

**E.421** analyze the opportunities and consequences that may result in the change from one type of an economic system to another.

**E.422** analyze how the role of government policies may affect the transition from one type of an economic system to another.
Before selecting an **Extended Performance Indicator*** the IEP team should…

**First**, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.

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**Third**, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K.4.05 *Take turns and demonstrate how to work cooperatively through sharing and taking turns* could be modified as *take turns* or *share*).

---

**EXTENDED PERFORMANCE INDICATORS**

Using their mode of communication, with or without assistance, student will be able to:

* Activities, coming soon!

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SOCIAL STUDIES ECONOMICS STANDARD FOUR
Student will examine the patterns and results of international trade.

**Topic: International Trade**

**End of Cluster Expectations**

**By the end of grade 3 students will be able to:**

- Understand that the exchange of goods and services around the world creates economic interdependence between people in different places.

**By the end of grade 5 students will be able to:**

- Demonstrate how international trade links countries around the world and can improve the economic welfare of nations.

**By the end of grade 8 students will be able to:**

- Examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.

**By the end of grade 11 students will be able to:**

- Analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.
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<tbody>
<tr>
<td>Students will be able to: 1.432 explain what it means to depend on others for economic wants. 1.433 recognize that many products come from many places.</td>
<td>Students will be able to: 2.437 explain that most workers specialize in producing a few goods and services. 2.438 explain that specialized workers are interdependent.</td>
<td>Students will be able to: 3.445 explain how trade promotes interdependence. 3.446 explain that individuals trade in order to satisfy wants of people in different places.</td>
<td>Students will be able to: 4.445 provide an example of how international trade links people in different countries. 4.446 give reasons why people in different countries trade. 4.447 explain that people voluntarily exchange goods and services because they expect to be better off after the exchange.</td>
<td>Students will be able to: 5.443 explain how international trade promotes specialization and division of labor and increases output and consumption. 5.444 explain how international trade affects individuals, businesses and countries. 5.445 explain how international trade creates interdependence.</td>
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## ECONOMICS STANDARD FOUR
### Performance Indicators
#### International Trade

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<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
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<tr>
<td><strong>6.420</strong> explain why countries would choose to trade with other countries.</td>
<td><strong>7.423</strong> explain why and give examples of how international trade encourages economic specialization.</td>
<td><strong>8.427</strong> evaluate the impact of government policies in promoting or restricting international trade on workers, producers, consumers, and government.</td>
</tr>
<tr>
<td><strong>6.421</strong> explain why a country might choose not to trade with other countries.</td>
<td><strong>7.424</strong> explain and give an example of how international trade creates interdependence.</td>
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</tr>
<tr>
<td><strong>6.422</strong> describe government policies which encourage (free trade agreements) or discourage (tariffs, embargoes, subsidies, standards) international trade.</td>
<td><strong>7.425</strong> explain how government policies promote or restrict international trade.</td>
<td></td>
</tr>
</tbody>
</table>
ECONOMICS STANDARD FOUR
Performance Indicators
International Trade

High School

Students will be able to:

E.423 explain the effects of the distribution of the world's resources on international trading patterns.
E.424 analyze how specialization influences patterns of international trade.
E.425 explain the relationship between political stability and international trade.
E.426 explain how international trade influences a nation's standard of living.
E.427 explain how a nation's use of its resources (capital, natural, and human) in the production process affects both what it exports and imports.
E.428 analyze the impact of national and international efforts to encourage and discourage international trade.
E.429 explain what determines the flow of investment (real interest rates, exchange rates, real income, price levels) between trading partners.
ECONOMICS STANDARD FOUR
Performance Indicators
International Trade

Before selecting an Extended Performance Indicator* the IEP team should...

First, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.
Second, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., 4.216 round money as an estimation strategy could be modified as round money to the next highest dollar).
Third, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K.4.05 Take turns and demonstrate how to work cooperatively through sharing and taking turns could be modified as take turns or share).

EXTENDED PERFORMANCE INDICATORS

Using their mode of communication, with or without assistance, student will be able to:

- Activities, coming soon!

*Extended Performance Indicators presented are only a sample list and should not be considered exhaustive. These Extended Performance Indicators may be modified or additional Extended Performance Indicators can be developed.
SOCIAL STUDIES GEOGRAPHY STANDARD ONE

Student will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics.

Topic: Maps
End of Cluster Expectations

By the end of grade 3 students will be able to:
- Understand the nature and uses of maps, globes, and other geo-graphics.

By the end of grade 5 students will be able to:
- Demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.

By the end of grade 8 students will be able to:
- 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.

By the end of grade 11 students will be able to:
- Identify geographic patterns which emerge when collected data is mapped, and analyze mapped patterns through the application of such common geographic principles as hierarchy (patterns at a detailed scale may be related to patterns at a more general scale), accessibility (how easily one place can be reached from another), diffusion (how people or things move in certain directions at certain speeds), and complimentarity (the mutual exchange of people or goods among places usually occurs over the shortest possible distances).
- Apply the analysis of mapped patterns to the solution of problems.
## Geography Standard One

### Performance Indicators

### Maps

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade One</th>
<th>Grade Two</th>
<th>Grade Three</th>
<th>Grade Four</th>
<th>Grade Five</th>
</tr>
</thead>
</table>
| Students will be able to:  
K.407 recognize that maps and globes are models of the world. | Students will be able to:  
1.411 use maps and globes to describe the distance and direction of a route.  
1.412 recognize that pictorial symbols represent real objects.  
1.413 use map elements (title, date, legend, author) when drawing a simple map.  
1.414 use air photos to identify landmarks. | Students will be able to:  
2.411 interpret map symbols using a legend.  
2.412 demonstrate how to use a map for way finding.  
2.413 distinguish between different map types (physical, political, cultural) and map scales (state, U.S., world).  
2.414 use maps and aerial views to distinguish between natural and human-made features.  
2.415 use map elements (title, date, legend, author and orientation) when drawing a simple map. | Students will be able to:  
3.415 locate Delaware, continents, oceans, the United States, the equator, the poles, and the prime meridian on a map and a globe.  
3.416 use overlay maps of the same area showing two different types of data (e.g., rivers and towns) to explain the relationships between them.  
3.417 construct a map that shows the location of several landmarks (e.g., illustrate the setting of a story).  
3.418 draw a map of a route following instructions that include cardinal directions.  
3.419 use map elements (title, date, legend, author, orientation and scale) when drawing a simple map. | Students will be able to:  
4.414 use maps and other geo-graphics to interpret information about Delaware (e.g., significance of relative location, characteristics of physical and human geography).  
4.415 create a thematic map from tabular data that is accurate with respect to direction, scale, location and legend. | Students will be able to:  
5.414 use maps and other geo-graphics to interpret information about the U.S. (e.g., significance of relative location, characteristics of physical and human geography).  
5.415 create maps that are accurate with respect to direction, scale, and the location of objects or places.  
5.419 locate places on maps and globes using a grid system (latitude and longitude). |
### GEOGRAPHY STANDARD ONE

#### Performance Indicators

#### Maps

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<thead>
<tr>
<th>Grade Six</th>
<th>Grade Seven</th>
<th>Grade Eight</th>
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<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
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<tr>
<td>6.423 construct from memory a sketch map of that part of the world studied by the district/school sixth grade curriculum that places in the correct location relative to each other the major physical features (e.g., continents, oceans, major mountain ranges, significant deserts and river systems) and important human features (e.g., major cities of the area studied, significant countries and sub-regions, Prime Meridian, Equator, Tropics, and Polar parallels).</td>
<td>7.426 construct from memory a sketch map of that part of the world studied by the district/school seventh grade curriculum that places in the correct location relative to each other the major physical features (e.g., continents, oceans, major mountain ranges, significant deserts and river systems) and important human features (e.g., major cities of the area studies, significant countries and sub-regions, Prime Meridian, Equator, Tropics, and Polar parallels).</td>
<td>8.428 construct from memory a sketch map of the world that places in the correct location relative to each other the major physical features (e.g., continents, oceans, major mountain ranges, significant deserts and river systems) and important human features (e.g., major cities of the area studied, significant countries and sub-regions, Prime Meridian, Equator, Tropics, and Polar parallels).</td>
</tr>
<tr>
<td>6.424 associate major resources with specific geographic areas studied (e.g., petroleum, rainforests, gold deposits).</td>
<td>7.427 associate major resources with specific geographic areas studied (e.g., petroleum, rainforests, gold deposits).</td>
<td>8.429 associate major resources with specific geographic regions of the world.</td>
</tr>
<tr>
<td>6.425 interpret various types of maps (topographic, navigational, thematic).</td>
<td>7.428 analyze regional differences based on thematic maps, air photos, and satellite images.</td>
<td>8.430 use various geographics including climographs to gather, interpret, and apply geographic information to solve problems.</td>
</tr>
<tr>
<td>6.426 select the appropriate map to acquire and report needed information (e.g., resource, climate, vegetation, elevation, population).</td>
<td>7.429 use cartograms and population pyramids to gain information about a region's population.</td>
<td>8.431 describe the uses of GPS (Global Positioning System) and GIS (Geographic Information Systems) locational technology.</td>
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<tr>
<td>6.427 explain how size, shape, distance and direction vary with different map projections.</td>
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<tr>
<td><strong>Performance Indicators</strong></td>
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<tr>
<td><strong>Maps</strong></td>
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</table>

**High School**

**Students will be able to:**

**G.401** interpret thematically mapped information and draw inferences from spatial patterns using a combination of common geographic principles.

**G.402** demonstrate an understanding of application of the following geographic principles:

- **Hierarchy** - patterns at one scale are related to patterns at a more general scale (e.g. economic or cultural connections between political units such as village, town, city, county, state and country; connections between political structures such as precinct, ward, county, state and nation).
- **Accessibility** - the ease or difficulty of reaching all places from a given location (e.g.) locating an auto parts distribution company near a regional trucking facility; North Carolina's furniture industry laced close to forest resources and an East Coast market; changing shipping routes with the opening of the Suez canal.)
- **Diffusion** - the paths followed by people, information, or things as they spread over geographic space (e.g. the spread of the bubonic plague or AIDS in the world; the spread of tobacco consumption from North America to Europe, Asia and Africa).
- **Complimentarity** - the basis for an exchange of people or goods between two places, usually over the shortest distances (e.g. basis for trade between Northern and Southern Europe; trade between Europe, Africa, and North America before the Civil War).

**G.403** explain how GPS (Global Positioning System) and GIS (Geographic Information System) are used to gather, portray and analyze data in thematic map form.

**G.404** select the correct type of data to collect when presented with a problem, and show how it can be mapped and the mapped patterns analyzed to solve the problem (e.g. use maps to prepare an evacuation plan for low-lying islands threatened by hurricanes, to select the best site for a sanitary landfill in an urban region, or to evaluate the loss of water supplies over time as suburban development has built over aquifer recharge areas.)
Before selecting an Extended Performance Indicator* the IEP team should...

**First**, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.  
**Second**, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., 4.216 *round money as an estimation strategy* could be modified as *round money to the next highest dollar*).  
**Third**, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K.4.05 *Take turns and demonstrate how to work cooperatively through sharing and taking turns* could be modified as *take turns* or *share*).

### EXTENDED PERFORMANCE INDICATORS

*Using their mode of communication, with or without assistance, student will be able to:*

<table>
<thead>
<tr>
<th>Extended Performance Indicators</th>
<th>Activities, coming soon!</th>
</tr>
</thead>
<tbody>
<tr>
<td>X.429 Utilize public transportation.</td>
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<td>X.430 Choose the most efficient route.</td>
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<tr>
<td>X.431 Respond to emergency signal.</td>
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<td>X.432 Follow evacuation plan.</td>
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<td>X.433 Negotiate doorways.</td>
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<tr>
<td>X.434 Board/disembark from vehicle.</td>
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</tr>
</tbody>
</table>

*Extended Performance Indicators presented are only a sample list and should not be considered exhaustive. These Extended Performance Indicators may be modified or additional Extended Performance Indicators can be developed.*
SOCIAL STUDIES GEOGRAPHY STANDARD ONE

Student will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics.

Topic: Mental Mapping
End of Cluster Expectations

By the end of grade 3 students will be able to:

- Understand the nature and uses of maps, globes, and other geo-graphics.

By the end of grade 5 students will be able to:

- Demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.

- Standard does not apply to students past grade 5.
### GEOGRAPHY STANDARD ONE
#### Performance Indicators
##### Mental Mapping

<table>
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<tr>
<th>Kindergarten</th>
<th>Grade One</th>
<th>Grade Two</th>
<th>Grade Three</th>
<th>Grade Four</th>
<th>Grade Five</th>
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<tbody>
<tr>
<td>Students will be able to: K.406 use landmarks at home or school to way find, using directional and positional words (up/down, left/right, next to/in the middle, near/far, here/there).</td>
<td>Students will be able to: 1.409 use directional words (forward, back, left, right) to link landmarks by relative location (e.g., location of school in relation to home). 1.410 use models (e.g., blocks) to recreate familiar locations (e.g., classroom).</td>
<td>Students will be able to: 2.410 relate cardinal directions to directional words.</td>
<td>Students will be able to: 3.412 use cardinal directions when referring to places on maps and globes at different scales. 3.413 create a mental map route to a particular place within the school and explain why each individual's mental map is unique. 3.414 demonstrate that home and school are located in an expanding hierarchy of places from local to global.</td>
<td>Students will be able to: 4.415 construct from memory a sketch map of Delaware that includes: approximate shape; correct location relative to surrounding states and bodies of water; major physical features; major political features; a title, compass rose and legend. 4.416 construct a sketch map of the United States (including Alaska and Hawaii) that includes: approximate shape; correct location relative to surrounding countries (Canada and Mexico) and bodies of water (Atlantic, Pacific); Delaware’s location; title, compass rose and legend.</td>
<td>Students will be able to: 5.412 use intermediate compass directions (e.g., north-west, south-west), prime meridian, equator, tropics of Cancer and Capricorn, and Arctic and Antarctic circles, when referring to places on maps and globes at different scales. 5.413 construct from memory a sketch map of the United States (including Alaska and Hawaii) that includes: approximate shape; correct location relative to surrounding countries (Canada and Mexico and bodies of water; major physical features; major political features; and title, compass rose and legend.</td>
</tr>
</tbody>
</table>
GEography standard one
Performance Indicators
Mental Mapping

before selecting an extended performance indicator* the IEP team should...

First, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.

Second, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., 4.216 round money as an estimation strategy could be modified as round money to the next highest dollar).

Third, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K.4.05 Take turns and demonstrate how to work cooperatively through sharing and taking turns could be modified as take turns or share).

Extended Performance Indicators

using their mode of communication, with or without assistance, student will be able to:

- Activities, coming soon!

*Extended Performance Indicators presented are only a sample list and should not be considered exhaustive. These Extended Performance Indicators may be modified or additional Extended Performance Indicators can be developed.
SOCIAL STUDIES GEOGRAPHY STANDARD TWO

Student will develop knowledge of the ways humans modify and respond to the natural environment.

Topic: Environment
End of Cluster Expectations

By the end of grade 3 students will be able to:

• Distinguish different types of climate and landforms and explain why they occur.

By the end of grade 5 students will be able to:

• Apply a knowledge of topography, climate, soils, and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment.

By the end of grade 8 students will be able to:

• 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.

By the end of grade 11 students will be able to:

• Understand the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales.
<table>
<thead>
<tr>
<th>Kindergarten</th>
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<tr>
<td><strong>K.409</strong> use maps and a globe to distinguish between land and water.</td>
<td><strong>1.415</strong> use maps and a globe to distinguish between continents and oceans, rivers and mountains.</td>
<td><strong>2.416</strong> identify continents and principal oceans on maps and globes.</td>
<td><strong>3.420</strong> identify major world mountains, rivers, and deserts on maps and globes.</td>
<td><strong>4.420</strong> explain how the environment (topography, climate, soils, vegetation, animals) influences the way people live and work in Delaware.</td>
<td><strong>5.416</strong> list and explain ways how the environment (topography, climate, soils, vegetation, animals, natural hazards) influences the way people live and work in the United States.</td>
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<tr>
<td><strong>K.410</strong> identify different types of weather.</td>
<td><strong>1.416</strong> describe how climate changes with the seasons in the local area, and how people adapt to the changes.</td>
<td><strong>2.417</strong> describe how climate changes with the seasons in different parts of the world, and how people adapt to the changes.</td>
<td><strong>3.421</strong> explain the causes of night and day.</td>
<td><strong>4.421</strong> list ways in which people in Delaware have changed the environment (topography, climate, soils, vegetation, animals).</td>
<td><strong>5.417</strong> list and explain the impact, and predict the consequences of human actions on natural environments in the United States (topography, climate, soils, vegetation, animals).</td>
</tr>
<tr>
<td><strong>K.411</strong> use pictures to explain how land, water and air are used by humans.</td>
<td><strong>1.419</strong> explain how the flow of water (rivers, streams), wind and waves shape physical features.</td>
<td><strong>2.418</strong> distinguish among various types of landforms (e.g., rivers, hills, mountains, plateaus, valleys).</td>
<td><strong>3.422</strong> explain in simple terms how landforms (e.g., rivers, hills, mountains, plateaus, valleys) were created and change.</td>
<td><strong>4.422</strong> explain in simple terms how landforms (e.g., rivers, hills, mountains, plateaus, valleys) were created and change.</td>
<td><strong>5.418</strong> demonstrate understanding of the difference between renewable and nonrenewable resources, using examples from Delaware and the United States.</td>
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<tr>
<td><strong>K.412</strong> use pictures to identify the physical features of different places, including school grounds.</td>
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<td>Grade Six</td>
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<tr>
<td><strong>Students will be able to:</strong>&lt;br&gt;6.428 demonstrate an understanding of plate tectonics, volcanism, earthquakes and the causes of natural disasters.&lt;br&gt;6.429 explain how forces such as plate tectonics, volcanism, earthquakes, storms and floods affect human activity.&lt;br&gt;6.430 explain how humans contribute to natural disasters.&lt;br&gt;6.431 explain the ways humans perceive and respond to natural disasters.</td>
<td><strong>Students will be able to:</strong>&lt;br&gt;7.430 demonstrate an understanding of the circulation patterns of water in the oceans, atmosphere, on the surface, and below ground.&lt;br&gt;7.431 explain how human activity is affected by water circulation patterns.&lt;br&gt;7.432 explain how human activity (water pollution, overuse, development) affects the water cycle and water quality.</td>
<td><strong>Students will be able to:</strong>&lt;br&gt;8.432 demonstrate understanding of the major processes that produce distinctive patterns of landforms, climate, and vegetation across the world.&lt;br&gt;8.433 explain how human activity is affected by differences of landforms, vegetation and climate.&lt;br&gt;8.434 explain how humans can make modifications to physical systems (e.g., global warming, deforestation, desertification).</td>
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**GEOGRAPHY STANDARD TWO**

**Performance Indicators**

**Environment**

**High School**

*Students will be able to:*

**G.405** understand the components of the Earth's physical systems (hydrosphere, atmosphere, lithosphere, biosphere) as interconnected ecosystems (e.g. water cycle, nitrogen cycle, ocean/atmosphere interactions).

**G.406** recognize and explain the impact of human actions in changing ecosystems (e.g., acid rain, global warming, coastal dune destruction, mosquito control) at local to global scales).

**G.407** recognize and explain the role human action pays in intensifying the impact of ecosystems on society (e.g., effect of overgrazing on soil erosion, building in flood plains, contributing to air pollution, deforestation).

**G.408** identify ways that natural hazards and disasters affect human society (e.g., hurricanes, floods, droughts, earthquakes, volcanic eruptions).

**G.409** understand how humans perceive and respond to natural hazards and evaluate resource opportunities.
GEOGRAPHY STANDARD TWO
Performance Indicators
Environment

Before selecting an Extended Performance Indicator* the IEP team should...

First, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.

Second, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., 4.216 round money as an estimation strategy could be modified as round money to the next highest dollar).

Third, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K.4.05 Take turns and demonstrate how to work cooperatively through sharing and taking turns could be modified as take turns or share).

EXTENDED PERFORMANCE INDICATORS

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<th>Using their mode of communication, with or without assistance, student will be able to:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>X.440 Stay focused in spite of environmental distraction.</td>
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<tr>
<td>X.441 Adapt behaviors to surroundings.</td>
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<tr>
<td>X.442 Participate in personal care routines.</td>
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<tr>
<td>X.443 Prepare for needs based on the environment.</td>
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</tbody>
</table>

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SOCIAL STUDIES GEOGRAPHY STANDARD THREE

Students will develop an understanding of the diversity of human culture and the unique nature of places.

Topic: Places
End of Cluster Expectations

By the end of grade 3 students will be able to:
- Identify types of human settlement, connections between settlements, and the types of activities found in each.

By the end of grade 5 students will be able to:
- Understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.

By the end of grade 8 students will be able to:
- Identify and explain the major cultural patterns of human activity in the world’s sub-regions.

By the end of grade 11 students will be able to:
- Understand the processes which result in distinctive cultures, economic activity, and settlement form in particular locations across the world.
<table>
<thead>
<tr>
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<tr>
<td><strong>K.413</strong> distinguish between home and school, and activities found in each. <strong>K.414</strong> recognize that there are different types of homes in different places.</td>
<td><strong>1.420</strong> describe the different activities that occur in cities, towns, and villages. <strong>1.421</strong> explain that a community's location can affect how it's people live. <strong>1.422</strong> describe how food and dress vary in different parts of the world.</td>
<td><strong>2.419</strong> identify different types of transportation and communication links between communities. <strong>2.420</strong> explain how communities share ideas, information, and goods with each other. <strong>2.421</strong> identify the ways that communities of the same size share common characteristics in different parts of the United States. <strong>2.422</strong> explain the differences between rural and urban places.</td>
<td><strong>3.424</strong> explain differences in dress, food, and ways of life between human settlements. <strong>3.425</strong> explain why communities share ideas, information, and goods with each other, and how such information and materials are transported. <strong>3.426</strong> explain how the size of a community affects the number and volume of links to other places. <strong>3.427</strong> explain the term suburban.</td>
<td><strong>4.422</strong> use the geographical concepts of site and situation to explain the changing location of economic and cultural activities and settlements in Delaware over time. <strong>4.423</strong> explain how different forms of transportation and communications contribute to the growth and changing character of settlements in Delaware over time.</td>
<td><strong>5.419</strong> use the geographical concepts of site and situation to explain the changing location of economic and cultural activities and settlements in the United States over time. <strong>5.420</strong> explain how different forms of transportation and communications contribute to the changing character of settlements in the United States.</td>
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<td>Grade Six</td>
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<tr>
<td>6.432 use the concepts of site and situation to explain distinctive characteristics of a place.</td>
<td>7.433 use the concept of cultural hearth to identify the place of origin of the world's cultures.</td>
<td>8.435 identify the different areas of the world where major religions, languages and political systems are found.</td>
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<td>6.433 identify the unique cultural characteristics which distinguish a given place.</td>
<td>7.434 demonstrate how a specific group of people spread culture from place to place.</td>
<td>8.436 demonstrate an understanding of the process that causes culture to spread from its origin to other places.</td>
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<tr>
<td>6.434 identify reasons for past and present immigration patterns (push/pull factors).</td>
<td>7.435 use demographic information expressed in various ways (population pyramids, thematic maps, tables and charts) to understand the nature of a place.</td>
<td>8.437 use the concept of core and periphery to demonstrate that the influence of a culture decreases with distance from the cultural hearth or center (e.g., Mecca as the center of Islam).</td>
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<tr>
<td>6.435 demonstrate the ways in which people spread culture, ideas, and information.</td>
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</tbody>
</table>
**GEOGRAPHY STANDARD THREE**  
**Performance Indicators**  
**Places**  

**High School**

Students will be able to:

G.410 explain how different cultural values shape the character of particular places (e.g., contract in lives of women between Bedouin and Scandinavian cultures).

G.411 identify ways in which the convergence and divergence of cultures affect the characteristics of places (e.g., spread of English language; or expansion of Protestant religion in predominantly Catholic Latin America).

G.412 explain how patterns of emigration and immigration shape the character of places (e.g., growth of Hispanic population in Delaware, especially Sussex County).

G.413 analyze and evaluate the forces that make some places more attractive for economic activity than competing places.

G.414 identify ways that resource allocation and use can influence the pattern of settlements (e.g., regulation of water use, access to power generation, distribution of mineral deposits).

G.415 understand the global interdependence of places.

G.416 identify the ways that the internal structure of metropolitan areas differ in developed and developing countries (e.g., contrasts between North American, Latin American, African and Asian cultures).

G.417 explain the different ways people view a place, based on their stage of life, gender, social class, ethnicity and values and belief system.
Before selecting an Extended Performance Indicator* the IEP team should...

First, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.

Second, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., 4.216 round money as an estimation strategy could be modified as round money to the next highest dollar).

Third, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K.4.05 Take turns and demonstrate how to work cooperatively through sharing and taking turns could be modified as take turns or share).

EXTENDED PERFORMANCE INDICATORS

Using their mode of communication, with or without assistance, student will be able to:

X.444 Engage in activities suitable to setting (e.g., restaurants, workplace, home, community).

• Activities, coming soon!

*Extended Performance Indicators presented are only a sample list and should not be considered exhaustive. These Extended Performance Indicators may be modified or additional Extended Performance Indicators can be developed.
SOCIAL STUDIES GEOGRAPHY STANDARD FOUR

Students will develop an understanding of the character and use of regions and the connections between and among them.

Topic: Regions
End of Cluster Expectations

By the end of grade 3 students will be able to:
- Use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.

By the end of grade 5 students will be able to:
- Apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions.

By the end of grade 8 students will be able to:
- Understand the processes affecting the location of economic activities in different world regions.
- Explain how conflict and cooperation among people contributes to the division of the Earth’s surface into distinctive cultural regions and political territories.

By the end of grade 11 students will be able to:
- Apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth’s changing complexity.
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade One</th>
<th>Grade Two</th>
<th>Grade Three</th>
<th>Grade Four</th>
<th>Grade Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: <strong>K.415</strong> identify different areas (regions) of the classroom on a floor map.</td>
<td>Students will be able to: <strong>1.423</strong> distinguish different areas (regions) on a map of the school. <strong>1.424</strong> describe places in the local area where similar activities occur.</td>
<td>Students will be able to: <strong>2.423</strong> describe the way one region differs from another (e.g., how a business area differs from a residential area). <strong>2.424</strong> identify the different regions that make up a community.</td>
<td>Students will be able to: <strong>3.428</strong> list the ways a community is different from surrounding areas. <strong>3.429</strong> draw boundaries on a map to divide areas into regions. <strong>3.430</strong> compare older maps with newer maps of a region to determine how boundaries have changed. <strong>3.431</strong> identify ways in which regions are connected.</td>
<td>Students will be able to: <strong>4.424</strong> describe how a local region is defined and studied. <strong>4.425</strong> describe how a region can change over time. <strong>4.426</strong> recognize regions of Delaware defined by cultural factors (language, ethnicity, historical events, customs). <strong>4.427</strong> recognize regions of Delaware defined by physical factors (climate, topography, vegetation, soils). <strong>4.428</strong> recognize the regions of Delaware defined by economic factors (natural resources, economic activity, population distribution).</td>
<td>Students will be able to: <strong>5.421</strong> recognize regions of the United States defined by cultural factors (language, ethnicity, historical events, customs). <strong>5.422</strong> recognize regions of the United States defined by physical factors (climate, topography, vegetation, soils). <strong>5.423</strong> recognize regions of the United States defined by economic factors (natural resources, economic activity, population distribution). <strong>5.424</strong> explain how forms of transportation and communication have changed the regions of Delaware and the United States over time.</td>
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<tr>
<td><strong>Students will be able to:</strong>&lt;br&gt;6.436 identify factors that affect the location of economic activities (e.g., agriculture, mining, manufacturing).&lt;br&gt;6.437 explain how distance to markets and transportation technology affect the location of various types of agriculture.&lt;br&gt;6.438 demonstrate the ways that transportation and communication technology decrease the impact of distance between places.&lt;br&gt;6.439 explain the differences between types of cultural and political regions (formal, functional, perceptual).&lt;br&gt;6.440 describe the advantages and disadvantages of different types of human and physical features used as boundaries between nations and cultures.</td>
<td><strong>Students will be able to:</strong>&lt;br&gt;7.436 identify impacts of an economic activity on a region.&lt;br&gt;7.437 explain why industries locate in different parts of the world.&lt;br&gt;7.438 explain the causes and consequences of population growth in the world's largest metropolitan areas.&lt;br&gt;7.439 explain why the size and character of a region may change over time.&lt;br&gt;7.440 identify the causes of disputes between nations and cultures over their borders, and the types of possible solutions to border disputes.</td>
<td><strong>Students will be able to:</strong>&lt;br&gt;8.438 identify factors that may lead to specialization of a world region in one type of economic activity.&lt;br&gt;8.439 explain how the changing location of economic activities and patterns of land use can be influenced by advances in technology.&lt;br&gt;8.440 explain why some cultures are culturally and economically connected while others are not.&lt;br&gt;8.441 explain how conflict and cooperation results in the division of the earth into political and cultural regions.&lt;br&gt;8.442 apply a knowledge of how regional boundaries are established to explain the past or present borders of a region.</td>
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</table>
GEOGRAPHY STANDARD FOUR
Performance Indicators
Regions

High School

Students will be able to:

G.418 construct regions from a given geographical data set (e.g., regions based on agriculture, climate, vegetation, landforms, social class, ethnicity, life stages).

G.419 identify how regions change over time as a consequence of human actions and environmental change (e.g., migration, technological change, capital investment, climate shifts, seismic activity).

G.420 recognize different types of regions (e.g., formal, functional-including core and periphery, perceptual).

G.421 identify the advantages and disadvantages of using human and physical features to delineate the boundaries of regions (e.g., mountain chains, rivers, lines of latitude and longitude, roads and railroad lines).

G.422 explain how human conflict and cooperation can affect, and be influenced by, the location of regional boundaries (e.g., boundary conflicts between countries such as North and South Korea, or the internationalization of rivers such as the Rhine).

G.423 explain how the division of the Earth into regions at several scales produce advantages and disadvantages for human societies (e.g. access to participation in the European Union, or the lack of a political homeland for the Kurdish peoples and their division among Iraq, Iran, and Turkey).
**GEOGRAPHY STANDARD FOUR**  
Performance Indicators  
Regions

Before selecting an Extended Performance Indicator* the IEP team should...

**First**, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.  
**Second**, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., *4.216 round money as an estimation strategy* could be modified as *round money to the next highest dollar*).  
**Third**, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., *K.4.05 Take turns and demonstrate how to work cooperatively through sharing and taking turns* could be modified as *take turns* or *share*).

### EXTENDED PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>Using their mode of communication, with or without assistance, student will be able to:</th>
<th>• Activities, coming soon!</th>
</tr>
</thead>
</table>

*Extended Performance Indicators presented are only a sample list and should not be considered exhaustive. These Extended Performance Indicators may be modified or additional Extended Performance Indicators can be developed.*
SOCIAL STUDIES HISTORY STANDARD ONE

Students will employ chronological concepts in analyzing historical phenomena.

Topic: Chronology
End of Cluster Expectations

By the end of grade 3 students will be able to:
- Use clocks, calendars, schedules, and written records to record or locate events in time.

By the end of grade 5 students will be able to:
- Study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

By the end of grade 8 students will be able to:
- Examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

By the end of grade 11 students will be able to:
- Analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.
**History Standard One**

**Performance Indicators**

**Chronology**

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade One</th>
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<th>Grade Three</th>
<th>Grade Four</th>
<th>Grade Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:  <strong>K.418</strong> use calendars to keep track of specific events.  <strong>K.419</strong> sequence daily activities.</td>
<td>Students will be able to:  <strong>1.434</strong> sequence selected basic historical events.</td>
<td>Students will be able to:  <strong>2.439</strong> place selected historical events on a simple timeline.</td>
<td>Students will be able to:  <strong>3.447</strong> correctly interpret a sequence of historical events using a timeline.</td>
<td>Students will be able to:  <strong>4.448</strong> arrange selected historical events chronologically.  <strong>4.449</strong> explain cause-effect relationships among selected events.</td>
<td>Students will be able to:  <strong>5.446</strong> gather and arrange historical events chronologically.  <strong>5.447</strong> propose and support cause-effect relationships among selected events.</td>
</tr>
<tr>
<td>Grade Six</td>
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<td><strong>Students will be able to:</strong></td>
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<td><strong>Students will be able to:</strong></td>
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<tr>
<td><strong>6.441</strong> describe change in a given period of time using historical materials.</td>
<td><strong>7.441</strong> describe and support cause/effect relationships among selected events using historical materials.</td>
<td><strong>8.443</strong> analyze changes over time to regions, societies, and themes using historical materials.</td>
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</tr>
<tr>
<td><strong>6.442</strong> describe and support cause/effect relationships among selected events.</td>
<td><strong>7.442</strong> identify patterns of change relating to regions, societies, and themes using historical materials.</td>
<td><strong>8.444</strong> describe and support cause/effect relationships within a region, society or theme using historical materials.</td>
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</table>
**HISTORY STANDARD ONE**

**Performance Indicators**

**Chronology**

<table>
<thead>
<tr>
<th>High School</th>
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</thead>
</table>

*Students will be able to:*

**H.401** identify and describe a concept or trend within a set of historical materials.

**H.402** trace a trend or concept over time within a set of historical materials.

**H.403** analyze a set of historical materials to explain patterns of continuity and change related to a concept or trend over time.
Before selecting an **Extended Performance Indicator** the IEP team should...

**First**, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.

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### EXTENDED PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>Using their mode of communication, with or without assistance, student will be able to:</th>
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</thead>
<tbody>
<tr>
<td><strong>X.445</strong> Prepare work portfolio or resume.</td>
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<tr>
<td><strong>X.446</strong> Apply for a job.</td>
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</tr>
</tbody>
</table>

- Activities, coming soon!

*Extended Performance Indicators presented are only a sample list and should not be considered exhaustive. These Extended Performance Indicators may be modified or additional Extended Performance Indicators can be developed.*
SOCIAL STUDIES HISTORY STANDARD TWO

Students will gather, examine, and analyze historical data.

Topic: Analysis
End of Cluster Expectations

By the end of grade 3 students will be able to:
• Use artifacts and documents to gather information about the past.

By the end of grade 5 students will be able to:
• Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.
• Examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

By the end of grade 8 students will be able to:
• Master the basic research skills necessary to conduct an independent investigation of historical phenomena.
• Examine historical documents, artifacts, 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.

By the end of grade 11 students will be able to:
• Develop and implement effective research strategies for investigating a given historical topic.
• Examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.
# HISTORY STANDARD TWO

## Performance Indicators

## Analysis

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade One</th>
<th>Grade Two</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: K.420 distinguish between items that are old and new.</td>
<td>Students will be able to: 1.435 recognize an item as an artifact.</td>
<td>Students will be able to: 2.440 use artifacts and documents to gather information about the past.</td>
<td>Students will be able to: 3.448 analyze an artifact/document and determine its historical significance.</td>
<td>Students will be able to: 4.450 define primary and secondary sources. 4.451 chronologically arrange artifacts and/or historical documents.</td>
<td>Students will be able to: 5.448 explain why an item is either a primary or secondary source. 5.449 chronologically arrange artifacts and/or historical documents and defend the arrangement. 5.450 analyze change over time using a given set of related artifacts.</td>
</tr>
</tbody>
</table>
## History Standard Two
### Performance Indicators

**Analysis**

<table>
<thead>
<tr>
<th>Grade Six</th>
<th>Grade Seven</th>
<th>Grade Eight</th>
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<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td><strong>6.443</strong> distinguish between primary and secondary sources.</td>
<td><strong>7.444</strong> evaluate purpose, perspective, or point of view of given historical materials.</td>
<td><strong>8.446</strong> judge the credibility of historical materials based on purpose, perspective, or point of view.</td>
</tr>
<tr>
<td><strong>6.444</strong> identify purpose, perspective, or point of view of given historical materials.</td>
<td><strong>7.444</strong> identify purpose, perspective, or point of view of given historical materials</td>
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</tr>
</tbody>
</table>
HISTORY STANDARD TWO
Performance Indicators
Analysis

<table>
<thead>
<tr>
<th>High School</th>
</tr>
</thead>
</table>

**Students will be able to:**

- **H.404** design an effective strategy to research a historical topic using both primary and secondary sources.
- **H.405** research a historical topic using both primary and secondary sources.
- **H.406** distinguish between historical facts and historical interpretation in both primary and secondary sources.
HISTORY STANDARD TWO  
Performance Indicators  
Analysis

Before selecting an Extended Performance Indicator* the IEP team should...

First, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.  
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Third, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., K.4.05 Take turns and demonstrate how to work cooperatively through sharing and taking turns could be modified as take turns or share).

**EXTENDED PERFORMANCE INDICATORS**

Using their mode of communication, with or without assistance, student will be able to:

- X.447 Compare review/work evaluations to work standard (e.g., checklist, picture sequence, verbal feedback).
- X.448 Indicate your skills, interests, and values.
- X.449 Share personal information; fill out forms (e.g., job application, W2 forms).

Activities, coming soon!

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### Social Studies History Standard Three

Students will interpret historical data.

<table>
<thead>
<tr>
<th>Topic: Interpretation</th>
<th>End of Cluster Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of grade 3 students will be able to:</strong></td>
<td><strong>By the end of grade 5 students will be able to:</strong></td>
</tr>
<tr>
<td>• Understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.</td>
<td>• Explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.</td>
</tr>
<tr>
<td><strong>By the end of grade 8 students will be able to:</strong></td>
<td><strong>By the end of grade 11 students will be able to:</strong></td>
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<tr>
<td>• 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.</td>
<td>• Compare competing historical narratives by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points or view, in order to demonstrate how these factors contribute to different interpretations.</td>
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</table>
### History Standard Three

**Performance Indicators**

**Interpretation**

<table>
<thead>
<tr>
<th>Kindergarten</th>
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</thead>
<tbody>
<tr>
<td>Students will be able to: K.421 describe the characteristics of an artifact.</td>
<td>Students will be able to: 1.436 infer how an artifact might be used and who might use it.</td>
<td>Students will be able to: 2.441 associate an artifact with its correct historical period. 2.442 examine an artifact/document and draw conclusions about who used it and why it was used.</td>
<td>Students will be able to: 3.449 explain how an author’s point-of-view influences an historical account.</td>
<td>Students will be able to: 4.452 explain why historical accounts of the same event may differ.</td>
<td>Students will be able to: 5.451 form a conclusion(s) using historical data concerning the same event and validate the conclusion(s).</td>
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</tbody>
</table>
## HISTORY STANDARD THREE
### Performance Indicators
#### Interpretation

<table>
<thead>
<tr>
<th>Grade Six</th>
<th>Grade Seven</th>
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<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td>6.445 identify differences in several historians’ descriptions of a society.</td>
<td>7.445 identify differences in several historians’ descriptions of a society.</td>
<td>8.447 conclude why several historians’ descriptions of a society may differ.</td>
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<td>7.446 describe how the choice of questions and use of sources affects a historian’s account.</td>
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### HISTORY STANDARD THREE

**Performance Indicators**

**Interpretation**

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<tr>
<th>High School</th>
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<tr>
<td><strong>Students will be able to:</strong></td>
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<tr>
<td><strong>H.407</strong> identify the factors that influence a historian's point of view (e.g., choice of questions, sources, perspectives, beliefs, and frame of reference).</td>
</tr>
<tr>
<td><strong>H.408</strong> create and support their own interpretation of a historical event.</td>
</tr>
<tr>
<td><strong>H.409</strong> compare and contrast several interpretations of the same historical event.</td>
</tr>
</tbody>
</table>
Before selecting an **Extended Performance Indicator** the IEP team should...

**First**, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.

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**Third**, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., **K.4.05 Take turns and demonstrate how to work cooperatively through sharing and taking turns** could be modified as **take turns** or **share**).

### EXTENDED PERFORMANCE INDICATORS

Using their mode of communication, with or without assistance, student will be able to:

- Activities, coming soon!
SOCIAL STUDIES HISTORY STANDARD FOUR
Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

Topic: Content
End of Cluster Expectations

By the end of grade 3 students will be able to:

- Develop an understanding of the similarities between families now and in the past, including:
  -- Daily life today and in other times
  -- Cultural origins of customs and beliefs around the world
- Develop an awareness of major events and people in United States and Delaware history.
  -- Who lives here and how did they get here? (immigrants, demographics, ethnic and religious groups)
  -- Important people in our past
  -- Different kinds of communities in Delaware and the United States

By the end of grade 5 students will be able to:

- Develop an understanding of Delaware history and its connections with United States history, including:
  -- Native American inhabitants before European contact
  -- Exploration and settlement (1609-1775)
  -- From the First State to the Civil War (1776-1865)
  -- Growth of commerce, industry, transportation, and agriculture (1865-1945)
  -- Modern Delaware (1945-present)
- Develop an understanding of selected themes in United States history, including:
  -- Who are the American people (demographics, immigration)?
  -- How did the United States develop its form of government?
  -- How have advances in technology changed our lives?
  -- Important people in American history

By the end of grade 8 students will be able to:

- Develop an understanding of pre-industrial United States history and its connections to Delaware history, including:
  -- 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)
- Develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:
  -- 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 exchange and encounter (300-1000 AD)
  -- Intensified hemispheric interactions (1,000-1,500 AD)

By the end of grade 11 students will be able to:

- Develop an understanding of modern United States history, its connections to both Delaware and world history, including:
  -- Civil War and Reconstruction (1850-1877)
  -- Development of an industrialized nation (1870-1900)
  -- Emergence of modern America (1890-1930)
  -- Great Depression and World War II (1929-1945)
  -- Postwar United States (1945-early 1970s)
  -- Contemporary United States (1968-present)
- Develop an understanding of recent and modern world history and its connections to United States history, including:
  -- Explorations, contact, and interactions across the world (1450-1770)
  -- Revolutions, ideologies, and technological change (1750-1914)
  -- The 20th Century world (1900-present)
## HISTORY STANDARD FOUR
### Performance Indicators

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</thead>
<tbody>
<tr>
<td>Topic: Similarities and Differences Between Life Now and Living in the Past</td>
<td>Students will be able to: K.422 show similarities and differences in life now and in the past.</td>
<td>Students will be able to: K.423 identify a significant person from the past.</td>
<td>Students will be able to: 2.443 state several similarities and differences between the present day and life before 1800.</td>
<td>Students will be able to: 4.453 analyze the impact of major themes in Delaware and United States history through 1850 including:</td>
<td>Students will be able to: 5.452 analyze the impact of major themes in Delaware and United States history through the present including:</td>
</tr>
<tr>
<td>Topic: Important People and Events in the Past</td>
<td>Students will be able to: 1.437 describe the life of colonial child.</td>
<td>Students will be able to: K.422 show similarities and differences in life now and in the past.</td>
<td>Students will be able to: 2.444 list several important people in American history and tell why they are important.</td>
<td>Students will be able to: 4.454 identify and describe major events and people in Delaware and United States history during the following periods:</td>
<td>Students will be able to: 5.453 identify and describe major events and people in Delaware and United States history during the following periods:</td>
</tr>
<tr>
<td>Topic: Important People and Events in the Past</td>
<td>Students will be able to: 1.438 find several differences between present day life and colonial life.</td>
<td>Students will be able to: 1.440 tell two facts about a famous American.</td>
<td>Students will be able to: 2.445 identify the historical significance of special days in American and Delaware history including:</td>
<td>Students will be able to: 4.455 identify and describe major events and people in Delaware and United States history during the following periods:</td>
<td>Students will be able to: 5.454 identify and describe major events and people in Delaware and United States history during the following periods:</td>
</tr>
<tr>
<td>Topic: Similarities and Differences Among Cultures Throughout the World</td>
<td>Students will be able to: 1.439 find several similarities between your family and a family in the past.</td>
<td>Students will be able to: 1.441 tell two facts about a historical event.</td>
<td>Students will be able to: 3.450 state differences and similarities between child’s daily life today and that of a child in pioneer times.</td>
<td>Students will be able to: 5.452 analyze the impact of major themes in Delaware and United States history through the present including:</td>
<td>Students will be able to: 5.453 identify and describe major events and people in Delaware and United States history during the following periods:</td>
</tr>
<tr>
<td>Topic: Similarities and Differences Among Cultures Throughout the World</td>
<td>Students will be able to: 2.446 describe the early native American cultures in Delaware.</td>
<td>Students will be able to: 3.451 choose five famous Americans and relate each to a historical event.</td>
<td>Students will be able to: 3.452 identify European settlements in early American/Delaware history.</td>
<td>Students will be able to: 4.454 identify and describe major events and people in Delaware and United States history during the following periods:</td>
<td>Students will be able to: 5.454 identify and describe major events and people in Delaware and United States history during the following periods:</td>
</tr>
<tr>
<td>Topic: Similarities and Differences Among Cultures Throughout the World</td>
<td>Students will be able to: 2.447 compare the customs of another culture to your own.</td>
<td>Students will be able to: 3.453 list several customs observed in the United States and tell where those customs originated.</td>
<td>Students will be able to: 4.455 identify and describe major events and people in Delaware and United States history during the following periods:</td>
<td>Students will be able to: 5.455 identify and describe major events and people in Delaware and United States history during the following periods:</td>
<td>Students will be able to: 5.456 identify and describe major events and people in Delaware and United States history during the following periods:</td>
</tr>
</tbody>
</table>

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DDOE/DAPA-II DRAFT 2004 Social Studies 80
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade One</th>
<th>Grade Two</th>
<th>Grade Three</th>
<th>Grade Four</th>
<th>Grade Five</th>
</tr>
</thead>
</table>
| **Topic:** Delaware History and United States History are Connected (continued)  
*Students will be able to:*  
F. Triangle Trade  
G. William Penn  
H. Henry Hudson  
I. Zwaanendael  
*The Revolutionary War/Constitutional Period (1763 - 1800)*  
A. George Washington  
B. Benjamin Franklin  
C. Stamp Act  
D. Declaration of Independence  
E. Battle of Yorktown  
F. Constitutional Convention  
G. Caesar Rodney  
H. John Dickinson  
I. Lexington and Concord  
*Initial growth and expansion of the United States (1800 - 1850)*  
A. The War of 1812  
B. Thomas Jefferson  
C. Growth of railroads  
D. Abolitionism – Frederick Douglass  
E. Oregon Trail  
F. Trail of Tears  
G. Elizabeth Cady Stanton  
H. Andrew Jackson  
I. Mexican War  
J. Louisiana Purchase  
K. Missouri Compromise  
L. Harriet Tubman  

**Topic:** Delaware History and United States History are Connected (continued)  
*Students will be able to:*  
• Industrial Revolution and Westward Expansion (1865-1910)  
A. The DuPont Family-Delaware  
B. Andrew Carnegie  
C. Alexander Graham Bell  
D. Thomas Edison  
E. Growth of Heavy Industry  
F. Jane Addams  
G. Populism  
H. Booker T. Washington  
I. Plessy v. Ferguson  
J. Jim Crow laws  
K. Labor Movement – Samuel Gompers  
L. Spanish-American War  
*Emergence of United States as a world power (1900-1945)*  
A. W. E. B. DuBois  
B. Theodore Roosevelt  
C. World War I  
D. Prohibition  
E. Ku Klux Klan  
F. Women's Suffrage – 19th Amendment  
G. Henry Ford  
H. Harlem Renaissance  
I. Great Depression  
J. Franklin and Eleanor Roosevelt  
K. The New Deal  
L. Pearl Harbor  
M. World War II  
N. Atomic Bomb  
O. Tuskegee Airmen
<table>
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</table>

**Topic: Delaware History and United States History are Connected (continued)**

*Students will be able to:*

- Modern Delaware (1945-Present)
  - A. Cold War
  - B. Brown v. Board of Education
  - C. Martin Luther King, Jr.
  - D. John F. Kennedy
  - E. “Space Race”
  - F. Electronic Media (cable TV, VCRs, computers, cellular phones)
  - G. Vietnam War
  - H. Louis Redding
  - I. Gulf War
  - J. Richard Nixon
  - K. Sandra Day O’Connor
  - L. Jesse Jackson
### History Standard Four
#### Performance Indicators

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Six</strong></td>
</tr>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td><strong>6.446</strong> identify major people and events from the beginning of human society to 300 A.D.</td>
</tr>
<tr>
<td><strong>6.447</strong> describe political, social, and cultural changes within a major civilization.</td>
</tr>
<tr>
<td><strong>6.448</strong> describe trade patterns within a major civilization.</td>
</tr>
</tbody>
</table>
### HISTORY STANDARD FOUR
#### Performance Indicators

**Content**

<table>
<thead>
<tr>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td><strong>H.410</strong> identify and describe major people and events in U.S. history since 1850 and their significance to the nation’s development.</td>
</tr>
<tr>
<td><strong>H.411</strong> identify and explain the impact of major political, social, geographic, technological, and economic trends in U.S. history since 1850 and their connections to Delaware history.</td>
</tr>
<tr>
<td><strong>H.412</strong> identify and describe major people and events in world history since 1500 AD and their connections to U.S. history.</td>
</tr>
<tr>
<td><strong>H.413</strong> identify and explain the impact of major political, social, geographic, technological, and economic trends in world history since 1500 AD and their connections to U.S. history.</td>
</tr>
</tbody>
</table>
### HISTORY STANDARD FOUR
#### Performance Indicators

**Content**

Before selecting an Extended Performance Indicator* the IEP team should...

**First**, review and select, if appropriate, performance indicators from the grade level for which the student is currently enrolled.

**Second**, if appropriate, modify a performance indicator from the grade level for which the student is currently enrolled (e.g., *4.216 round money as an estimation strategy* could be modified as *round money to the next highest dollar*).

**Third**, if needed, review performance indicators from prior grade levels (working in a reverse grade order) and modify if needed (e.g., *K.4.05 Take turns and demonstrate how to work cooperatively through sharing and taking turns* could be modified as *take turns or share*).

---

### EXTENDED PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>Using their mode of communication, with or without assistance, student will be able to:</th>
<th>• Activities, coming soon!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X.450</strong> Relate/arrange selected personal events chronologically (e.g., today, yesterday, last week).</td>
<td></td>
</tr>
</tbody>
</table>

*Extended Performance Indicators presented are only a sample list and should not be considered exhaustive. These Extended Performance Indicators may be modified or additional Extended Performance Indicators can be developed.*