

Content Area or Department	Red Clay Consolidated School District -Social Studies
Overview:	<p>The Red Clay Consolidated School District’s social studies program prepares young people to become informed and active citizens who accept their responsibilities, understand their rights, and participate actively in society and government. Effective citizens must be able to research issues, form reasoned opinions, support their positions, and engage in the political process.</p> <p>The Red Clay Consolidated School District follows the Delaware Recommended Curriculum (DRC). The DRC is an ongoing curriculum, meaning that as new learning objectives are introduced, the curriculum adapts, responds, and reflects current practice and instruction. For example, social studies content-based readings have been added to comply with the changes brought about by the Common Core State Standards and the Scholastic Aptitude Test (SAT).</p>
Desired Outcomes:	<p>Red Clay Consolidated School District students, engage in the following four social studies disciplines: civics, economics, geography and history. Each discipline has a unique lense in which they view the world around us.</p> <p>Civics:</p> <ul style="list-style-type: none"> ● Students learn about how to contribute to the health of our democracy and to empower students “to translate their beliefs into actions and their ideas into policies.” ● Student understand the purpose and means of authority and freedom and the relationship between them. <p>Economics:</p> <ul style="list-style-type: none"> ● Students will learn to examine the relationship between costs and benefits, and the values associated with them. ● Students will understand economic principles, whole economies, and the interactions between different types of economies to comprehend the movement and exchange of information, capital, and products across the globe. ● Students will be able to assess the impact of market influences and governmental actions on the economy in which they live.

- Students will make personal economic choices and participate responsibly and effectively in social decision making as citizens in an increasingly competitive and interdependent global economy.

Geography:

- Students will possess a knowledge of geography and an ability to apply a geographical perspective to life situations. All physical phenomena and human activities exist in space as well as time.
- Students will study the relationships of people, places, and environments from the perspective of where they occur, why they are there, and what meaning those locations have for us.
- Students with the knowledge and perspectives of geography will understand the environmental and human processes that shape the Earth’s surface, and recognize the culturally distinctive ways people interact with the natural world to produce unique places.
- Students with an appreciation of the nature of their world and their place in it will be better prepared citizens for a physical environment more threatened and a global economy more competitive and interconnected.

History:

- Students will organize events through chronologies to suggest and evaluate cause-and-effect relationships among those events.
- Students will study the ways in which individuals and societies have changed and interacted over time.
- Students will acquire the skills of gathering, examining, analyzing, and interpreting data.
- Students will understand that, before choosing a position or acting, research needs to be accomplished in order to understand the effect of historical developments and trends on subsequent events.

Topics to be Covered:

Kindergarten

Learning About Self
 Participation in Groups
 Economics for Kids (Literature Program – Part I)
 Tools for Chronology
 Learning about Maps

First Grade

Learning About Community

	<p>How Leaders Are Selected Economics for Kids (Literature Program- Part II) Reading Schedules and Other Written Records Maps and Globes</p>
Second Grade	<p>Being a Citizen Respect in a Civil Society Landforms and Climate Writing the Story of the Past Scarcity and Wants Trading Partners</p>
Third Grade	<p>Being an Effective Citizen Economic Exchange Using Maps and Globes Places and Regions Resources and Production Rights, Responsibilities, and Privileges</p>
Fourth Grade	<p>History of the United States (Native Americans to 1800) Developing Mental Maps of the United States Analyzing Cause, Effect, and Change in United States History Structures of Government Production, Distribution, and Exchange Forming a New Nation How Democratic Groups Function Creating Geographic Profiles</p>
Fifth Grade	<p>History of the United States (1800 to Reconstruction) Bill of Rights and Due Process Human Alterations to the Environment Western Expansion Underground Railroad Civil War Market Economy (Supply and Demand) Role of Banks in the Community</p>
Sixth Grade	<p>Processes That Shape Our World Cultural Development of a Place Introduction to Historical Research Building Global Mental Maps</p>

	<p>Processes That Shape Our Environment and Economic Activity</p> <p>Economic Systems</p> <p>Government Process</p>
Seventh Grade	<p>Global Citizens</p> <p>Majority Rule/Minority Rights</p> <p>Economic and Political Freedoms</p> <p>Project Citizen</p> <p>What Makes Places Unique?</p> <p>Partnerships and Partitions</p> <p>Why Trade?</p>
Eighth Grade	<p>US History (Native Americans to 1875) Through Documents and Artifacts</p> <p>Historical Thinking</p> <p>When Three Worlds Meet</p> <p>Colonization and Settlement</p> <p>Revolution and a New Government</p> <p>Constitution and Civic Responsibility</p> <p>Western Expansion</p> <p>Industrialization, Antebellum, and Civil War</p> <p>American Market System</p>
Ninth Grade	<p>Civics and Economics</p> <p>Government Structures Around the World</p> <p>Role of Political Parties</p> <p>Participating in the Civic Process</p> <p>Public and Private Influences in a Market System</p> <p>Broad Social Goals</p> <p>International Trade</p>
Tenth Grade	<p>World History and Geography – Modern Times</p> <p>Crusades and Middle Ages</p> <p>Renaissance and Reformation</p> <p>Age of Exploration, Revolution, and Reason</p> <p>Imperialism</p> <p>World War I</p> <p>World War II</p> <p>Current Issues in World History</p>
Eleventh Grade	<p>United States History (Reconstruction to Today)</p> <p>Civil War and Reconstruction</p>

	<p style="text-align: center;"> Industrialization and Urbanization Progressivism American Overseas Expansion The Great Depression and the New Deal Entry into the Second World War Cold War and Containment Expansion of Civil Liberties Building Contemporary America </p>
<p>Twelfth Grade</p>	<p>RCCSD students are required to complete 4 high school credits for graduation and may select from the following*:</p> <p style="text-align: center;"> African American History Advanced Placement/Dual Credit Courses Economics and Finance Criminal Justice Current Political Issues Geography History Through Film Law Psychology Art History Sociology </p> <p>*Not all courses are available at every high school. See Course Catalog for descriptions and availability.</p>
<p>Link to Standards:</p>	<p>These standards can be found by clicking the following link: https://www.doe.k12.de.us/Page/2548</p>
<p>Additional Resources:</p>	<p>Additional resources are available through the Delaware Department of Education and can be found by clicking following link: https://www.doe.k12.de.us/Page/2542</p>