



## **Dublin City Schools Social Studies K – 12 Vision Statement**

The Dublin City Schools K-12 Social Studies Education will provide many learning opportunities that will help students to:

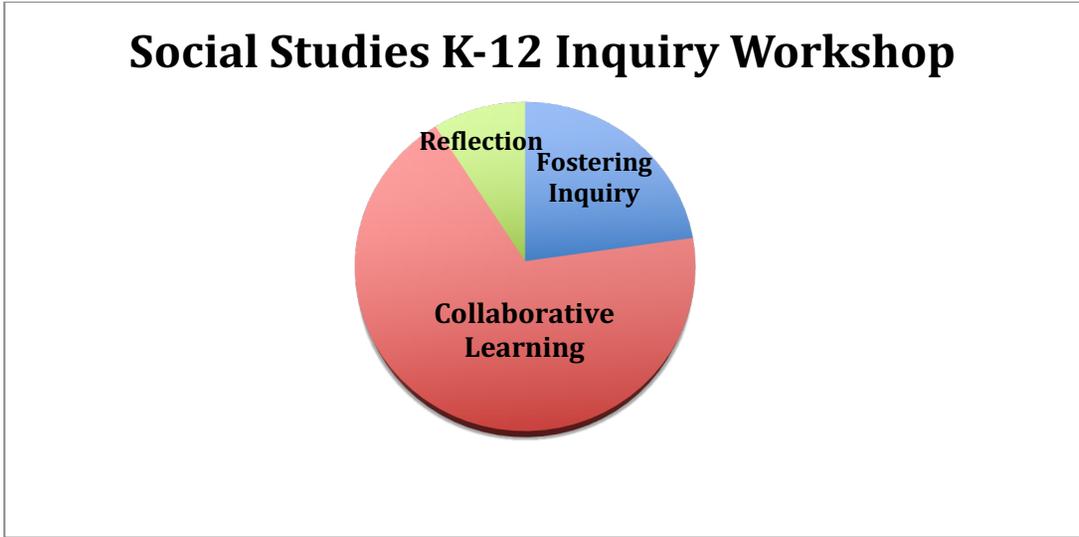
- develop thinking as educated citizens who seek to understand and acknowledge with appreciation diverse perspectives
- confidently communicate informed evidence-based opinions and understanding through positive civil discourse and empathy
- use credible facts to make reasoned decisions for themselves and the common good
- further develop evaluation and critical thinking skills while considering implicit/explicit bias in multiple sources. studies, surveys and statistics
- work collaboratively with others to evaluate, question and problem solve, while recognizing there may be multiple perspectives and solutions.
- develop civic responsibility with the goal of encouraging responsible citizens and active participants in the community.

The Dublin K-12 Social Studies educational experience will allow students to see how social studies can be integrated into different disciplines and is relevant to many aspects of life. There is a greater emphasis on problem based/inquiry learning rather than just the memorization of historic dates, people, and events. There is a focus on the connections between current events and the past in order to solidify relevancy for students.

The balance of content and skills will inspire students to become successful global citizens in an interdependent world as well as effective decision makers that act responsibly in a diverse democratic society. We believe that empowering students to construct their learning with knowledge that includes broad themes of history, economics/financial literacy, geography, global awareness/culture and government will ultimately assist each of our students in making a successful transition to a positive and productive civic life.

## Social Studies Instructional Model

Dublin Teachers continue to be committed to the workshop model of instruction with a focus of inquiry around topics throughout the units of study.



<b>Fostering Inquiry Focused Mini-lesson</b>	<b>Collaborative Learning</b>	<b>Reflection</b>
<p><i>Components of fostering inquiry may include:</i></p> <ul style="list-style-type: none"> <li>• Connecting to the learning goal</li> <li>• Connecting to previous learning</li> <li>• Establishing the compelling question(s) and identifying essential questions (<i>These questions can be teacher or student generated</i>).</li> <li>• Explicitly teaching content/skill (e.g., preview, video clip, focused lecture)</li> <li>• Brief opportunities for students to share thinking together around the goal (active engagement)</li> <li>• Linking to the collaborative practice time and overall goals</li> </ul>	<p><i>Components of collaborative learning may include:</i></p> <ul style="list-style-type: none"> <li>• Informal Assessment gathering (<i>teacher observation of learning and monitoring of progress</i>)</li> <li>• Collaborative group work (<i>e.g., visual discoveries, role play, simulations, student led discussions, debate, mock trial, experiential exercise, problem solving group work, investigate</i>)</li> <li>• Teacher conferring to differentiate with individual students or groups</li> <li>• Resource and research support given as needed</li> <li>• Evaluating resources &amp; compiling evidence</li> </ul>	<p><i>Components of reflection may include:</i></p> <ul style="list-style-type: none"> <li>• Student sharing of new learning, reasoned conclusions and discoveries</li> <li>• Student reflecting on the learning goal</li> <li>• Teacher reflecting on student learning (i.e., understandings, misconceptions, overall thinking) for future planning</li> <li>• Student or group processing of the learning in a variety of ways (e.g., technology integration)</li> <li>• Preparing and participating in a culminating event to share learning</li> <li>• Taking informed action</li> </ul>

## **Instructional Agreements for Social Studies Learning in the Dublin City Schools Inquiry Workshop**

1. Through the use of compelling questions, learning goals will be communicated to guide students through expectations for learning.
2. The classroom environment will foster differentiated student experiences focused on active collaborative learning with an emphasis on exploration, problem solving, research and analysis.
3. Teachers will provide students with a safe place to interpret current issues based on historical connections from class and analysis using credible sources. The changing world requires Social Studies educators to remain diligent in staying current as it relates to geography, history and cultural learning.
4. Teachers are committed to integrating conversations around learning across multiple subject areas when possible.
5. Teachers will assess through a variety of methods that allow students to share their understanding of the learning goals. (*refer to the Depth of Knowledge framework for Social Studies*).
6. By the end of each unit, students will be able to explain why the topic of study is relevant to our current conditions and how the topic has left its impact on our world today.

### **Support for the Implementation of the Instructional Program**

Units of Study will be posted on the Dublin Curriculum Wiki per grade and reviewed yearly by department chairs and content leads in collaboration with the Teaching & Learning Division. Pacing and topics of study will be addressed within the units of study. Resources will be defined and shared within the unit documents. Online resources will continue to be an emphasis in the Social Studies curriculum as a part of an ongoing adoption. In addition, educators will utilize additional supplemental resources in combination with current event documents throughout the year.

[Link to Ohio's Learning Standards for Social Studies](#) (*adopted Feb. 2018*)

[Link to Ohio's Model Curriculum for Social Studies](#) (*has content elaboration and expectations for learning*)

## Commitment to History and Heritage

There are a number of lists that circulate through the educational community around widely recognized awareness months and day(s) for a specific group, culture or cause. These months and day(s) are intended to help raise awareness and understanding for the group, culture or cause. It is expected that K-12 Social Studies teachers are aware of these months/days and integrate purposeful learning activities throughout each year within the context of the units of study focusing attention on the dates below. Teachers have flexibility and are encouraged to infuse learning throughout the year regardless of the date of recognition.

- September (first Monday): **Labor Day** (<https://www.dol.gov/general/laborday/history>)
- September 11: **Patriot Day** (<https://www.911memorial.org/learn/students-and-teachers/lesson-plans>)
- September 17: **Constitution Day** (<https://www.constitutionday.com/>)
- September 15 - October. 15: **Hispanic Heritage Month** (<https://www.hispanicheritagemonth.gov/about/>)
- October (second Monday) **Columbus Day/Indigenous Peoples' Day** (<https://www.history.com/topics/exploration/columbus-day>)
- November: **American Indian Heritage Month**: (<https://www.loc.gov/law/help/commemorative-observations/american-indian.php>)
- November (first Tuesday following the first Monday in November): **Election Day** (<https://www.history.com/news/why-is-election-day-a-tuesday-in-november>)
- November 11: **Veterans Day** (<https://ocss.org/Veterans-Day>)
- December 10: **Human Rights Day** (<https://www.loc.gov/law/help/commemorative-observations/human-rights-day.php>)
- January: **Martin Luther King Jr. Day** (<https://www.history.com/this-day-in-history/mlk-federal-holiday-declared>)
- February: **Black History Month/African American History Month** (<https://www.africanamericanhistorymonth.gov/about/>)
- February: **Presidents Day** (<https://www.history.com/topics/holidays/presidents-day>)
- March: **Women's History Month** (<https://womenshistorymonth.gov/>)
- March: **Developmental Disabilities Awareness Month** (<https://ddc.ohio.gov/dd-awareness-month#:~:text=March%20is%20Developmental%20Disabilities%20Awareness%20Month>)
- April: **Arab American Heritage Month** (<https://www.arabamerica.com/celebrating-national-arab-american-heritage-month/>)
- May: **Asian and Pacific-Islander American Heritage Month** (<https://asianpacificheritage.gov/>)
- May: (last Monday in May) **Memorial Day** (<https://www.history.com/topics/holidays/memorial-day-history>)
- June: **Lesbian, Gay, Bisexual and Transgender Pride Month** (<https://youth.gov/feature-article/june-lgbt-pride-month>)

Teachers should reference the resources compiled on the DCS Curriculum Wiki to assist in planning.

# Dublin City Schools Social Studies Graded Course of Study Grade One

## Grade 1 Social Studies Course Goals

Families Now and Long Ago, Near and Far: The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundation for understanding principles of government and their roles as citizens. They build an understanding of how to use images, artifacts and literature from our past and present to deepen their understanding of our world.

Unit A: Building Community	Unit B: Past, Present, Future	Unit C: Identifying Our World	Unit D: Economics
August - October	October - December	January - February	March - May
Compelling Question: <i>How do I contribute to a respectful community? (What makes a respectful community?)</i>	Compelling Question: <i>How do we learn about ourselves and others? (How has time impacted people?)</i>	Compelling Question: <i>How do I know where I am?</i>	Compelling Question: <i>How can I get what I want and need?</i>
<b>Government 8 *</b> Individuals are accountable for their actions.	<b>History 1 *</b> Time can be divided into categories (e.g., months of the year, past, present and future).	<b>Geography 4:</b> Maps can be used to locate and identify places.	<b>Economics 11:</b> Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.
<b>Government 9 *</b> Collaboration requires group members to respect the rights and opinions of others.	<b>History 2 *</b> Photographs, letters, artifacts and books can be used to learn about the past.	<b>Geography 5:</b> Places are distinctive because of their physical characteristics (landforms and bodies of water and human characteristics, structures built by people).	<b>Economics 12:</b> People produce and consume goods and services in the community.
<b>Government 10 *</b> Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.	<b>History 3:</b> The way basic human needs are met has changed over time.		<b>Economics 13:</b> People trade to obtain goods and services they want.

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<b>Dublin Standard 1:</b> The language a person chooses to use impacts how others hear a message.	<b>Geography 6:</b> Families interact with the physical environment differently in different times and places.		<b>Economics 14:</b> Currency is used as a means of economic exchange.
<b>Dublin Standard 2:</b> All voices contribute to a community.	<b>Geography 7:</b> Diverse cultural practices address basic human needs in various ways and may change over time.		

\* This symbol means this standard should be revisited throughout the school year.

Unit A	Learning Statements with Elaborations	Recommended Resources
<p><b><i>How can we be respectful members of a community?</i></b></p>	<p><b>Government 8: Individuals are accountable for their actions.</b> Students share responsibilities and take action toward common goals. Individuals make choices that impact their homes, schools, and communities.</p> <p><b>Government 9: Collaboration requires group members to respect the rights and opinions of others.</b> As children work and play collaboratively, they understand the importance of fair play, good sportsmanship, respect for the rights and opinions of others, and the idea of treating others the way they want to be treated. This builds to an understanding of perspective and concern for the common good.</p> <p><b>Government 10: Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</b></p> <p>Building on the concept of the purpose for rules in the home, school, and community, students will understand that there are different rules in different settings. Students understand that rules need to be fair. Fair means justice for all parties. There are consequences for breaking rules</p>	<p>Creation of Class Pledge/Promise</p> <p>Develop and then Compare and Contrast rules across different school settings (example: Classroom vs. Lunchroom, Indoor vs Outdoor Recess)</p> <p>PebbleGo: <a href="#">Being A Good Citizen Collection</a></p> <p><b>Recommended Read Alouds:</b> Officer Buckle and Gloria by Peggy Rathman Lilly's Purple Plastic Purse by Kevin Henkes Grace For President by Kelly S. DiPucchio All Are Welcome Here by Alexandra Penfold</p>

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		You Matter By Christian Robinson Do Unto Otters: A Book About Manners by Laurie Keller  <a href="#">Learning for Justice: Grade 1 lessons</a>
<p><b>Expectations for learning in the unit:</b></p> <ul style="list-style-type: none"><li>• Demonstrate an understanding of accountability for personal actions at home, school, and the community.</li><li>• Collaborate in a way that demonstrates respect for the rights and opinions of others.</li><li>• Identify and explain why there are different rules for different settings.</li><li>• Explain why rules need to be guided by the principle of fairness and why rules include consequences for those who break them.</li><li>•</li></ul>		
<p><b>Cross-Curricular Connection Ideas:</b></p> <p><b>Reading</b> <b>SL.1.1:</b> Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) <b>SL.1.3.:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <b>SL.1.5.:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <b>L.1.6.:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p> <p><b>Opinion Writing W.1.1</b> Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Team Building Activities that work better when the team collaborates.</p>		

## Dublin City Schools Social Studies Graded Course of Study Grade One

Unit B	Learning Statements with Elaborations	Recommended Resources
<p><b><i>How do advances in technology and location determine what resources we use in our daily life?</i></b></p>	<p><b>History 1: Time can be divided into categories (e.g., months of the year, past, present and future.)</b>            Children continue to build on their understanding of chronological order. Timelines and calendars are introduced in grade two.</p> <p>Children distinguish between the past and future as they talk about events from their daily lives.</p> <p>Children begin to use vocabulary that supports their understanding of the divisions of time, such as months of the year, past, present and future.</p> <p><b>History 2: Photographs, letters, artifacts and books can be used to learn about the past.</b>            Photographs, letters, artifacts, and books provide children a first opportunity to interpret primary sources. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event.            At this level, children begin to talk about photographs, letters, artifacts, and books to learn about their past. If these resources are available.</p> <p><b>History 3: The ways basic human needs are met have changed over time.</b>            Humans need food, clothing, and shelter to survive. While the basic needs have not changed over time, the way humans meet those needs has changed from past to present.</p> <p><b>Geography 6: Families interact with the physical environment differently in different times and places.</b>            People depend on the physical environment for food, clothing, shelter, transportation, and recreation.</p> <p>Families interact differently with the physical environment based upon time (past and present) and places (different physical environments.) For example, families in Alaska used to light their homes with whale oil. Today, most homes use electricity.</p> <p><b>Geography 7: Diverse cultural practices address basic human needs and how this may change over time.</b>            Culture is the learned behavior of a group of people, which includes their belief systems, languages, social relationships, institutions, and organizations, and their material goods such as food, clothing, buildings, tools and machines.</p> <p>Basic human needs of food, clothing, shelter, language, and artistic expression are met in a variety of ways that are shaped by the culture.</p> <p>Cultural practices (ways of life that are unique to the inhabitants of a particular area) tend to change over time as technology advances. For example, in North America, horses were used to plow agricultural fields, but tractors are widely used today.</p>	<p><a href="#">Computers in the Past</a> (Mystery Doug)</p> <p><b><a href="#">BrainPopJr. Time/Calendar</a></b>            Short video clips</p> <p><a href="#">Ohio Historical Society</a>            Various slides and resources for Past and Present</p> <p><a href="#">Dublin Historical Society</a>            Several old photographs of buildings from historical Dublin: <a href="#">Sort pictures Past, Present, Future Google Slideshow</a>  <a href="#">Images of the past/present (ex: phone)</a>            Images of “tools” from the past and what they look like today            Ex: telephone, tractor, etc. See, think, wonder.</p> <p><b><a href="#">PebbleGo: Long Ago and Today Collection</a></b>            Pictures of activities throughout the year. Have students organize them by the chronological order as they have occurred (ex: 1st day of school, fall activities, 100th day, winter activities, spring activities, etc.)</p> <p>Add pictures of schools from the present/past. Include pictures of students who attended schools in the past/present (see/think/wonder.)  <a href="#">Schools of the past &amp; present</a></p>

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<p><b>Expectations for learning in the unit:</b></p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Use vocabulary correctly to distinguish categories of time.</li> <li>• Communicate information and draw conclusions about the past using photographs, letters, artifacts, and books.</li> <li>• Compare the way families met basic needs in the past with the way they are met today.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Describe the way families in different places interact with the physical environment.</li> <li>• Compare the way families interacted with the physical environment in the past with the way they interact today.</li> <li>• Describe how different cultures satisfy basic needs and how this may change over time.</li> </ul>
<p><b>Cross-Curricular Connection Ideas:</b></p> <p><b>Calendar (Number Corner)</b></p> <p><b>Literacy:</b> Reading biographies and comparing our lives to the person in the biography <a href="#">Timelines/Biographies</a> Students could create a timeline of 3 or 4 important events in their lives. e.g., student timeline</p>

Unit C	Learning Statements with Elaborations	Recommended Resources
<p><b><i>How do I know where I am?</i></b></p>	<p><b>Geography 4: Maps can be used to locate and identify places</b></p> <ul style="list-style-type: none"> <li>• Maps are representations of areas on Earth’s surface. Maps and models are used to locate familiar places in the classroom, school, or neighborhood.</li> <li>• Children can also be introduced to maps of the local community, Ohio, and the United States.</li> </ul> <p><b>Geography 5: Places are locations having distinctive characteristics, which give them meaning and character and distinguish them from other locations.</b></p> <p>Physical features include lakes, rivers, hills, mountains, and forests (1st grade.)</p> <p>Human characteristics can refer to places in the local community including towns, cities, farms, parks, playgrounds, and houses.</p>	<p><a href="#">Map of Ohio</a>  <a href="#">Map of Dublin, Ohio</a>  <a href="#">Map of the USA</a></p> <p>Create a map of the classroom or your bedroom.</p> <p>PebbleGo: <a href="#">Map Collection</a></p> <p><b>Books:</b>  <a href="#">Me On The Map</a> by Joan Sweeney  <a href="#">Mapping Penny’s World</a> by Loreen Leedy</p>

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### Expectations for learning in the unit:

- Use maps to locate and identify familiar places in the classroom, school, or neighborhood.
- Describe physical and human characteristics of different places in the local community.

### Cross-Curricular Connection Ideas:

Map of writing ideas (done typically at the beginning of the year during narrative writing.) Topics that are familiar to us and close to our heart. [Heart Map \(writing workshop\)](#) Read Aloud [Read Aloud Map of My Heart](#)  
While studying life science, students can explore the location of certain plants and animals and determine what needs are met by the location.

#### 1.LS.1

Living things have basic needs, which are met by obtaining materials from the environment.

#### 1.LS.2

Living things survive only in environments that meet their needs.

Unit D	Learning Statements with Elaborations	Recommended Resources
<p><b><i>How can I get what I want and need?</i></b></p>	<p><b>Economics 11: Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.</b></p> <p>Wants are unlimited and resources are limited (scarce), thereby forcing individuals to make choices. For example, an individual can buy a new bicycle or a new computer game but does not have money for both.</p> <p><b>Economics 12: People produce and consume goods and services in the community.</b></p> <ul style="list-style-type: none"> <li>• People in the community work at jobs where they produce goods and services.</li> <li>• Goods are objects that are capable of satisfying people's wants (e.g., homes, cars, furniture, food, clothing).</li> </ul>	<p>Brainpop Jr: <a href="#">Needs and Wants</a> <a href="#">Goods and Services</a> <a href="#">Saving and Spending</a></p> <p>PebbleGo: <a href="#">All About Money Collection</a> <a href="#">Goods and Services Picture Sort</a> <i>(can print or make a copy and then assign in Google Classroom as assignment &gt; choose "each student gets a copy)</i></p>

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	<ul style="list-style-type: none"> <li>• Services are actions that are capable of satisfying people’s wants (e.g., medical care, restaurants, hotels, lawn mowing, babysitting).</li> <li>• People also are consumers in the community. Consumer wants are satisfied by using goods and services.</li> <li>• People can be both producers and consumers.</li> </ul> <p><b>Economics 13: People trade to obtain goods and services they want.</b></p> <ul style="list-style-type: none"> <li>• Individuals are incapable of producing every good or service they want, so they trade to obtain goods and services in their community.</li> <li>• Goods include homes, cars, furniture, food, clothing.</li> <li>• Services include medical care, restaurants, hotels, lawn mowing, babysitting.</li> </ul> <p><b>Economics 14: Currency is used as a means of economic exchange.</b> People obtain goods and services by exchanging them for money (currency). Currency is the money in circulation in any country.</p> <p><b><i>Economic exchange refers to an economic transaction where goods or services are transferred from the provider for a return of relative value.</i></b></p>	<p><b>Students Create A Market:</b></p> <ol style="list-style-type: none"> <li>1. In groups students play the part of producers by either creating goods or offering services.</li> <li>2. On “Market Day” some students play the role of selling their goods/services while other students play the role of consumers where they can spend money OR trade for the product.</li> </ol> <p><i>Cloud Tea Monkeys by Mal Peet and Elspeth Graham</i></p> <p><i>Those Shoes by Maribeth Boelts and Noah Jones</i></p> <p><i>Violet the Pilot by Steve Breen</i></p> <p><i>Beatrice’s Goat by Page McBrier</i></p> <p><i>Sanji and the Baker by Robin Tzannes</i></p> <p><i>Lily Learns About Wants and Needs by Lisa Bullard</i></p> <p><i>Do I Need It? Or Do I Want It? by Jennifer Larson</i></p>
<p><b>Expectations for learning in the unit:</b></p> <ul style="list-style-type: none"> <li>• Explain the relationship between wants and resources.</li> <li>• Explain how and why people must make economic choices.</li> <li>• Demonstrate how people are producers and consumers in the community.</li> <li>• Explain why people trade</li> <li>• Demonstrate the use of currency in an economic exchange by making a real or pretend transaction.</li> </ul>		
<p><b>Cross-Curricular Connection Ideas:</b></p> <p><b>Informational Reading and Writing and Opinion Writing</b> When thinking about wants being unlimited, but our resources being limited how do you choose what you want?</p>		