



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:

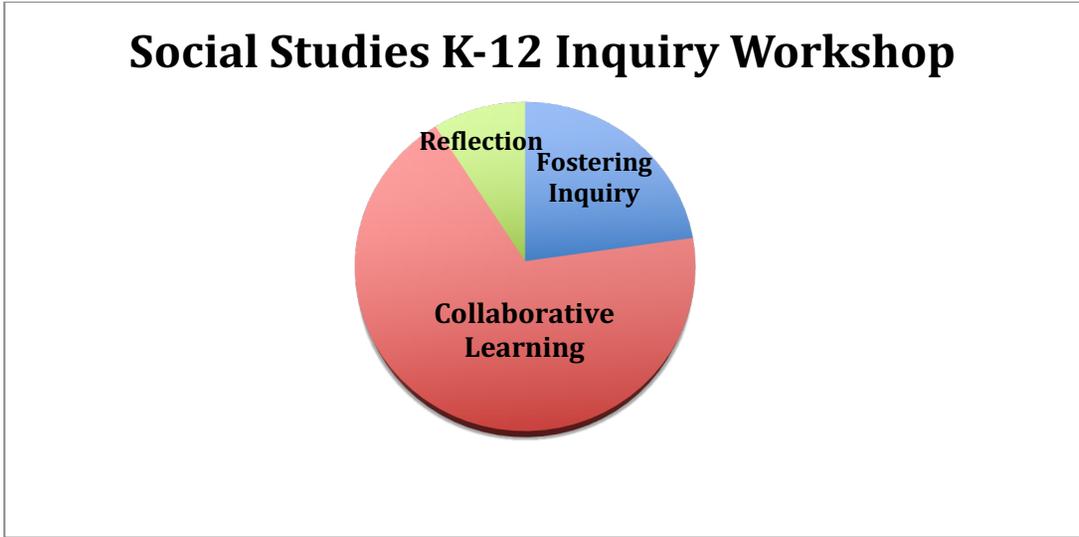
- develop thinking as educated citizens who seek to understand and acknowledge with appreciation diverse perspectives
- confidently communicate informed evidence-based opinions and understanding through positive civil discourse and empathy
- use credible facts to make reasoned decisions for themselves 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.



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

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 2

Grade 2 Social Studies Course Goals

Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago. They use biographies, primary sources and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.

Unit A: Our Role as Citizens	Unit B: Interacting with Our World	Unit C: Many Cultures, One World	Unit D: People and Change Shape our World
August-September	October-November	December-March	March- May
Compelling Question: <i>What makes a good citizen?</i>	Compelling Question: <i>How does where I live impact how I live?</i>	Compelling Question: <i>How are cultures influenced by the world around them?</i>	Compelling Question: <i>How has change over time impacted our world?</i>
Government 10 Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.	Geography 5 Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places	Geography 8 Cultures develop in unique ways, in part through the influence of the physical environment.	History 1 Time can be shown graphically on calendars and timelines.
Government 11 Groups are accountable for choices they make and actions they take.	Geography 6 The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.	Geography 9 Interactions among cultures lead to sharing ways of life.	History 2 Change over time can be shown with artifacts, maps, and photographs.
Government 12 There are different rules and laws that govern behavior in different settings.	Geography 7 Human activities alter the physical environment, both positively and negatively.	Economics 13 Information displayed on bar graphs can be used to compare quantities.	History 3 Science and technology have changed daily life.
	Economics 14 Resources can be used various ways.	Economics 15 Most people around the world work in jobs in which they produce specific goods and services.	History 4 Biographies can show how peoples' actions have shaped the world in which we live.
		Economics 16 People use money to buy and sell goods and services. Economics 17 People Earn Income by Working.	

Dublin City Schools Social Studies Graded Course of Study Grade 2

Unit A	Learning Statements with Elaborations	Recommended Resources
<p>What makes a good citizen?</p>	<p>Government 10: <i>Respect for the rights of self and others includes making responsible choices and being accountable for personal action.</i> Students learn that individuals are accountable for their actions. Personal accountability includes:</p> <ul style="list-style-type: none"> • making responsible choices • taking responsibility for personal actions • demonstrating self-direction in tasks within the school • engaging in the community (e.g., classroom, cafeteria, playground) • respecting self and others <p>Government 11: <i>Groups are accountable for choices they make and actions they take.</i> As students work in groups to solve a problem or complete a task, they understand that the group is accountable for choices made and actions taken. Students work collaboratively in groups to:</p> <ul style="list-style-type: none"> • determine goals • assign tasks for individuals • complete assigned responsibilities • determine if goals are reached <p>Cooperation in group settings requires personal skills such as:</p> <ul style="list-style-type: none"> • managing conflict peacefully and compromise where necessary • displaying courtesy to others in the group • respecting self and others <p>These personal skills build toward development of the social and emotional skills that students need to negotiate interactions and conflict resolutions with others.</p> <p>Government 12: <i>There are different rules and laws that govern behavior in different settings.</i></p> <p>Students explore the idea that there are different rules and laws that apply to behavior in different settings. Examples include:</p> <ul style="list-style-type: none"> • in the classroom • on the playground or athletic field • at home • in the community • on the highway • in personal interaction with peers and adults • using technology responsibly 	<p>Online: Pebble Go Website Brain Pop Videos</p> <p>Literature: <i>Laugh at Me</i> by Mark Wills <i>Do Unto Otters</i> by Laurie Keller <i>Enemy Pie</i> by Derek Munson <i>Don't Manners</i> (series) <i>How to Lose All Your Friends</i> by Nancy Carlson</p> <p>Learning for Justice Lessons and Texts</p>

Dublin City Schools Social Studies Graded Course of Study Grade 2

Expectations for learning in the unit:

- **Government 10:** Demonstrate an understanding of personal accountability, including making responsible choices, taking responsibility for personal actions and respecting self and others.
- **Government 11:** Work collaboratively in a group to complete a task or solve a problem for which the group is held accountable.
- **Government 12:** Identify the difference between a rule and a law. Demonstrate an understanding of the different rules and laws in different settings.

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.

Unit B	Learning Statements with Elaborations	Recommended Resources
<p>How does where I live impact how I live?</p>	<p>Geography 5: Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places In second grade, students begin to interpret the location and physical features found on maps using cardinal directions. At this level, students understand that maps can answer questions about location and human-made and natural physical features. Map symbols represent physical characteristics of places on the map. The map key explains what each symbol means. Maps may be viewed in print or electronic format.</p> <p>Geography 6: The work that people do is impacted by the distinctive human and physical characteristics in the place where they live. The human and physical characteristics of places impact the work that people do. The physical environment constrains human activity. Some locations are better than others for a specific kind of work (e.g., farming requires fertile soil and sufficient growing seasons, fishing and shipbuilding occur in coastal regions). Human characteristics include language, religion, and population distribution (e.g., manufacturing and service jobs are located near urban areas because of the proximity to workers and consumers). Physical characteristics include landforms, climate, soils and hydrology.</p> <p>Geography 7: Human activities alter the physical environment, both positively and negatively. People depend upon the physical environment to survive and modify the physical environment to suit their needs. Adaptations have both positive and negative consequences. Examples of physical environment modifications include:</p> <ul style="list-style-type: none"> • Dams help control flooding and provide areas for recreation but may destroy animal habitats. • A new highway improves transportation, but valuable farmland may be destroyed. 	<p>Online: Smart Board Exchange Interactive Maps World Book Online(Electronic Map) Smart Exchange Lesson for SmartBoard (Match Community Helpers to their job)</p> <p>Literature: <i>Making a Map</i> by Julie Haydon <i>My Maps</i> by John Serrano <i>Me on the Map</i> by Joan Sweeney <i>Which Way Wendy?</i> (Social Studies Connects Series) <i>The Little House</i> by Virginia Lee Burton <i>How San Francisco Changed</i> <i>Milk to Ice Cream</i> (series of books)</p>

Dublin City Schools Social Studies Graded Course of Study Grade 2

	<p>Economics 14: Resources can be used various ways. Resources can be used in a variety of ways. For example, in addition to being consumed as food, a bushel of corn can be fed to cows, used to make sweetener or converted to fuel.</p>	
<p>Expectations for learning in the unit:</p> <ul style="list-style-type: none"> • Government 5: Use print and electronic maps to describe information about location of places. Construct a map that includes a map title, key, compass rose with cardinal directions. • Government 6: Explain the connection between the work people do and the human and physical characteristics of the place where they live. • Government 7: Describe positive and negative results of human changes to the physical environment. • Economics 14: Describe various uses for a resource. 		

Unit C	Learning Statements with Elaborations	Recommended Resources
<p><i>How are cultures influenced by the world around them?</i></p>	<p>Geography 8: Cultures develop in unique ways, in part through the influence of the physical environment. Culture is the learned behavior of a group of people, which includes their belief systems, language, social relationships, institutions, and organizations. Material goods such as food, clothing, buildings, tools, and machines also are part of culture. Students can examine the different ways various cultures meet basic needs including:</p> <ul style="list-style-type: none"> • Food • Clothing • Shelter • language • artistic expression <p>Students begin to understand that the physical environment influences the way people meet those needs.</p> <p>Geography 9: Interactions among cultures lead to sharing ways of life. As the world becomes increasingly interdependent, cultural groups have greater contact with each other, allowing them to share their ways of life through food, language, and customs. This increased contact influences the way in which people borrow, adopt, and adapt new ideas. The classroom or local community may provide cultural groups for study. Less diverse settings may choose to focus on other world cultures.</p> <p>Economics 13: Information displayed on bar graphs can be used to compare quantities. A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. Bar graphs are useful in comparing quantities of economic data.</p>	<p>Online: National Geographic Kids (Kids can click on various countries to discover cultural differences)</p> <p>Literature: <i>The Keeping Quilt</i> by Patricia Polocca <i>Another Mouse to Feed</i> by Robert Kraus <i>Cloud Tea Monkeys</i> by Mal Peet and Elspeth Graham <i>Those Shoes</i> by Maribeth Boelts and Noah Jones <i>Violet the Pilot</i> by Steve Breen <i>Beatrice's Goat</i> by Page McBrier <i>Sanji and the Baker</i> by Robin Tzannes</p>

Dublin City Schools Social Studies Graded Course of Study Grade 2

	<p>Economics 15: <i>Most people around the world work in jobs in which they produce specific goods and services.</i> In earlier times, families were much more self-sufficient, providing for themselves the goods and services they needed. As populations and economies grew, it became more convenient for people to buy goods and services in the marketplace. Now, people around the world work at jobs where specific goods and services are produced for an international market. For example, farmers now specialize in a single crop like corn or soybeans rather than trying to grow everything their family needs, because those goods are available at the local grocery store.</p> <p>Economics 16: <i>People Use Money To Buy And Sell Goods And Services.</i> Money is the generally accepted medium of exchange for goods and services. Money comes in different forms including but not limited to:</p> <ul style="list-style-type: none"> • Cash • credit card • debit card • checks. <p>Economics 17: <i>People Earn Income By Working.</i> Students understand that people earn income (money) by working at jobs. People spend the money they earn purchasing the things they need and want. People can save a portion of their income for the purchase of future goods and services.</p>	<p><i>Lily Learns About Wants and Needs</i> by Lisa Bullard</p> <p><i>Do I Need It? Or Do I Want It?</i> by Jennifer Larson</p> <p><i>A Bike Like Sergio's</i> by Maribeth Boelts</p> <p><i>The Pigeon Wants a Hot Dog</i> by Mo Willems</p> <p><i>The Pigeon Needs a Bath!</i> by Mo Willems</p>
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Expectations for learning in the unit:

- **Geography 8:** Describe how cultures are influenced by their physical environments to meet basic needs. Compare various cultures from distinctly different physical environments.
- **Geography 9:** Describe examples of cultural sharing with respect to food, language, and customs.
- **Economics 13:** Construct a bar graph to compare quantities. Analyze economic data to inform decisions.
- **Economics 15:** Explain why most jobs produce specific goods and services.
- **Economics 16:** Explain how people buy and sell goods and services using forms of money.
- **Economics 17:** Explain how people earn income.

Cross-Curricular Connection Ideas:

Math connections with the development and interpretation of charts and graphs

Dublin City Schools Social Studies Graded Course of Study Grade 2

Unit D	Learning Statements with Elaborations	Recommended Resources
<p><i>How has change over time impacted our world?</i></p>	<p>History 1: Time can be shown graphically on calendars and timelines. In kindergarten and grade one, students practice using the language of time to place events from daily life in chronological order. In grade two, students use a calendar to determine the day, week, month and year. Students need to be able to list the days of the week and months of the year in order. Students place a series of events in chronological order on a timeline.</p> <p>History 2: Change over time can be shown with artifacts, maps, and photographs. In kindergarten and grade one, students learned that primary sources such as artifacts, maps, and photographs reveal much about daily life in the past. Students in grade two build on that understanding as they use primary sources to investigate change over time and to describe daily life from the past to the present.</p> <p>History 3: Science and technology have changed daily life. Advances in science and technology have changed and continue to change the way people live. For example, communication, travel, health, recreation, and education, have changed over time.</p> <p>History 4: Biographies can show how peoples' actions have shaped the world in which we live. Second grade students need to understand that actions of individuals make a difference in the world, which builds conceptually to individuals working for the common good in grade three.</p> <p>Biographies relate stories of people from diverse backgrounds who have contributed to our heritage. Students should look at biographies of American social and political leaders, explorers, inventors, and scientists.</p>	<p>Online: Pebble Go Website (Read about the development of transportation, school and housing over time) Biographies from World Book Online</p> <p>Literature: <i>Sarah Morton's Day</i> by Kate Waters <i>Samuel Eaton's Day</i> by Kate Waters <i>The Little House</i> by Virginia Lee Burton <i>A Picture Book of Christopher Columbus</i> by David Adler <i>Scholastic Biography Box Set</i> <i>The Rookie Reader Biography Series</i> <i>The First Start Biography Series</i> by Scholastic</p>
<p>Expectations for learning in the unit:</p> <ul style="list-style-type: none"> • History 1: Measure calendar time by days, weeks, months, and years. Place a series of related events in chronological order on a timeline. • History 2: Demonstrate how daily life has changed over time using evidence from artifacts, maps, and photographs. • History 3: Describe how science and technology have changed daily life. • History 4: Summarize information from a biography to describe how the actions of individuals have impacted the world today. 		
<p>Cross-Curricular Connection Ideas:</p> <p>Study of the biography genre and infuse biographies of American social and political leaders, explorers, inventors, and scientists into reading instruction.</p>		