



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:

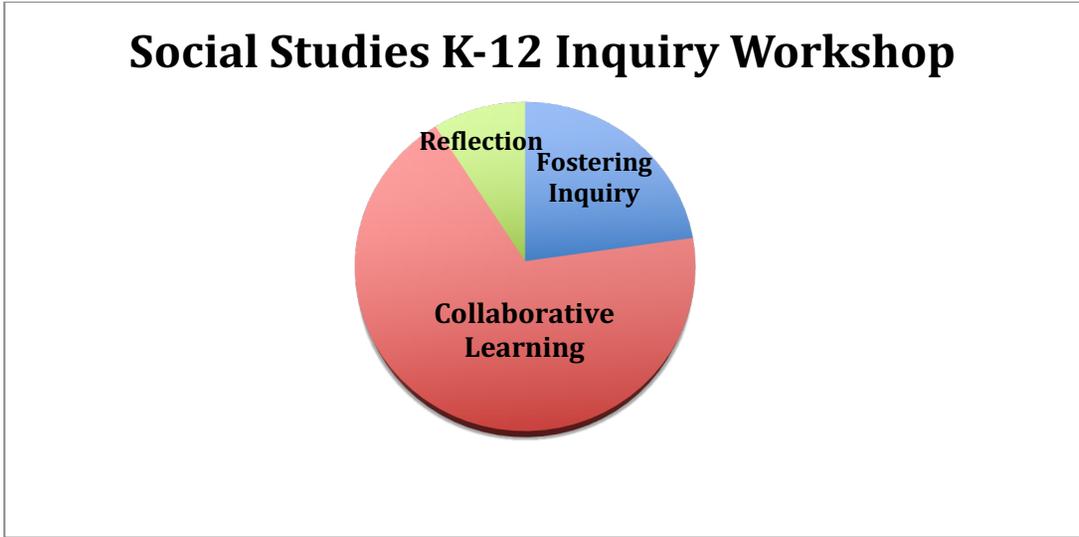
- develop thinking as educated citizens who seek to understand and acknowledge with appreciation diverse perspectives
- confidently communicate informed evidence-based opinions and understanding through positive civil discourse and empathy
- use credible facts to make reasoned decisions for themselves 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 3

Grade 3 Social Studies Course Goals

The local community serves as the focal point for third grade as students begin to understand how their community has changed over time and to make comparisons with communities in other places. The study of local history comes alive as students discover, analyze, and explore artifacts and documents. They also learn how their community is governed and how the local economy is organized.

We Live & Work in Communities	Communities Change Over Time	Economy of our Community
August- November	November-February	February- May
Compelling Question: <i>What makes a community?</i>	Compelling Question: <i>How does a community change over time?</i>	Compelling Question: <i>What affects a decision? What makes a good decision?</i>
Geography 8: Communities may include diverse cultural groups.	Economics 14: Line graphs are used to show changes in data over time.	Geography 7: Systems of transportation and communication move people, products and ideas from place to place.
Geography 4: Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	Geography 5: Daily life is influenced by the agriculture, industry and natural resources in different communities.	Economics 15: Both positive and negative incentives affect people's choices and behaviors.
Government 9: Members of local communities have social and political responsibilities.	Geography 6: Evidence of positive and negative human modification of the environment can be observed in the local community	Economics 16: Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.
Government 10: Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.	History 1: Events in local history can be shown on timelines organized by years, decades and centuries.	Economics 17: A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.
Government 11: Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.	History 2: Primary and secondary sources can be used to show change over time.	Economics 18: A market is where buyers and sellers exchange goods and services.
Government 12: Governments have authority to make and enforce laws.	History 3: Local communities change over time.	Economics 19: Making decisions involves weighing costs and benefits

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Government 13: The structure of local governments may differ from one community to another		Economics 20: A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.
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Unit A	Learning Statements with Elaborations	Recommended Resources
What makes a community?	<p>Geography 8: Communities may include diverse cultural groups.</p> <ul style="list-style-type: none"> A cultural group is a group of people who share one or more unique characteristics such as race, national origin, or ethnicity. Communities are characterized by varying levels of diversity. Diversity can be explored through cultural practices including artistic expression, religion, language, and food. Talk with students about the level of cultural diversity in their community. Understanding diversity in the local community prepares students for their study of cultural diversity in the United States and Ohio in grade four. <p>Geography 4: Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.</p> <ul style="list-style-type: none"> Political maps show boundaries, towns, and other human features while physical maps show physical features like elevation or landforms. When students say that the park is on the north side of main street, they demonstrate an understanding of relative location. If they locate the museum at G11 on an alphanumeric grid, they are beginning to understand absolute location. The use of an alphanumeric grid at this level lays the foundation for understanding absolute location, and latitude and longitude in later grades. Students can find the cardinal directions (NSEW) on a map. Students can use maps of the local community to find landmarks and other familiar places. <p>Government 9 : Members of local communities have social and political responsibilities.</p> <ul style="list-style-type: none"> Local community members have rights and responsibilities that are important for preserving our democracy. Rights and responsibilities include respecting the rights of others, being informed about local issues, paying taxes, voting, and obeying laws. An understanding of rights and responsibilities of citizenship is very important to the concept of the common good, which is the interest or well-being of the whole community. <p>Government 10 Individuals make the community a better place by taking action to solve problems in a way that promotes the common good</p> <ul style="list-style-type: none"> There are a variety of ways individuals help solve problems to make the community a better place for everyone including: 	<p>BrainpopJr- Reading Maps</p> <p>City of Dublin (<i>click on About, click on GIS & Maps- scroll to the bottom for various maps of Dublin</i>): https://dublinohiousa.gov/</p> <p>Compass Rose & Cardinal Directions</p> <p>BrainpopJr- Rights & Responsibilities</p> <p>Rights & Responsibilities Sort</p> <p>Wise Choices Lesson: http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/alleman.html#Wise%20Choices</p> <p>BrainPOP Jr. - Local and State Governments</p> <p>City of Dublin Web site: USA » Dublin City Council</p> <p>Learning for Justice Lessons and Texts</p>

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- working to preserve the environment
- helping the homeless
- restoring houses in low-income areas
- supporting education
- planning community events
- starting a business
- understanding differences
- Individuals participate effectively in the community when they exhibit citizenship traits such as:
 - civility
 - respect for the rights and dignity of each person
 - volunteerism
 - compromise
 - compassion
 - persistence in achieving goals
 - Civic-mindedness
- The problem-solving process involves:
 - identifying the problem
 - gathering information
 - listing and considering options
 - considering advantages and disadvantages of options
 - choosing and implementing a solution

Government 11: Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.

- Laws are rules to describe how people are expected to behave.
- Citizens help create laws through the government they elect for the purpose of providing safety, security, and orderliness in the daily life of a community.
- Laws apply to both individuals and groups. For example:
 - an individual driver is responsible for abiding by the speed limit when driving; and
 - groups of people need a permit issued by the government to hold a parade.
- There are consequences for not obeying the laws.

Government 12: Governments have authority to make and enforce laws.

- Local government has the authority to make and carry out (enforce) laws to provide order, security, public services (e.g., police and fire protection) and protection of individual rights.
- Local governments also enforce laws by establishing consequences for not obeying the law (e.g., fines, incarceration).
- Governments have the authority to change laws as necessary.

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	<p>Government 13: The structure of local governments may differ from one community to another</p> <ul style="list-style-type: none"> • Local governments in Ohio vary according to the way they are structured. The main types of local government in Ohio are: <ul style="list-style-type: none"> ○ county ○ municipal (city or village) ○ township 	
<p>Expectations for learning in the unit:</p> <ul style="list-style-type: none"> • Compare cultural practices of different groups who live in the local community • Describe characteristics of physical and political maps and identify the purpose for each. • Use the map title, key, alphanumeric grid, and cardinal directions to locate places in the local community • Explain the rights and responsibilities of local community members. • Explain how individuals make the community a better place by taking action to solve problems in a way that promotes the common good. • Explain how laws affect the behavior of individuals and groups in a community. • Explain the benefits of having laws in a local community • Explain why governments have authority to make and enforce laws. • Students should be familiar with the basic organization of their local government and understand that their local government may be unlike that of a nearby community. 		

Unit B	Learning Statements with Elaborations	Recommended Resources
<p><i>How does my community change over time?</i></p>	<p>Economics 14: Line graphs are used to show changes in data over time.</p> <ul style="list-style-type: none"> • Use line graphs to display data that shows changes over time. Line graphs compare two variables. Each variable is plotted along an axis: an x-axis (horizontal) and a y-axis (vertical). Usually, the x-axis has numbers representing the time period and the y-axis has numbers for what is being measured. • Change over time will be reflected by the peaks (ups) and valleys (downs) in the line. Line graphs are useful in comparing economic data. <p>Geography 5: Daily life is influenced by the agriculture, industry and natural resources in different communities.</p> <ul style="list-style-type: none"> • Primary and secondary sources can be used to help students understand life in the local community. • Artifacts and photographs from the past and present, and places far and near help us make inferences about the influence of agriculture, industry, and natural resources on daily life. 	<p>BrainPOP Jr. - Line Graphs</p> <p>Literature: Dublin's Journey by: Peter D. Franklin & Elaine Kehoe Natural Resources Matching Dublin's Journey by: Peter D. Franklin & Elaine Kehoe</p> <p>Online: Dublin History Website Dublin Historical Society (briefly discusses the history of Dublin)</p>

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	<p>Geography 6: Evidence of positive and negative human modification of the environment can be observed in the local community</p> <ul style="list-style-type: none">As students go about daily activities in the community, they see numerous examples of human changes to the environment. There are positive and negative consequences for those changes. <i>Examples include farmland used for a new subdivision or highway, buildings torn down to make room for parking garages or parks, dams constructed along rivers, and the use of fertilizers, herbicides, and pesticides.</i> <p>History 1: Events in local history can be shown on timelines organized by years, decades and centuries.</p> <ul style="list-style-type: none">Using dates from historical events in the local community, students can demonstrate an understanding of units of time (years, decades, centuries) and chronological order by placing these events in sequential order on a timeline. <p>History 2: Primary and secondary sources can be used to show change over time.</p> <ul style="list-style-type: none">Students have been using primary sources since grade one. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event.Secondary sources are first introduced to students in grade three. Secondary sources are written after the events have taken place by people who were not present at the events. As students examine primary and secondary sources from the local community, they begin to understand the concept of change over time.Change may be observed in:<ul style="list-style-type: none">businessesarchitecture/physical featuresemploymenteducationtransportation and technologyreligionrecreation <p>History 3: Local communities change over time</p> <ul style="list-style-type: none">As students examine primary and secondary sources from a variety of time periods, they begin to understand how characteristics of the local community have changed over time. Community is defined as a group of people residing in the same locality and under the same government.Characteristics for analysis include:<ul style="list-style-type: none">businessesarchitecture/physical featuresemployment and educationtransportation and technologyreligionrecreation	<p>City of Dublin (briefly discusses the history of Dublin)</p> <p>Dublin History Website</p>
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Dublin City Schools Social Studies Graded Course of Study Grade 3

Expectations for learning in the unit:

- Interpret line graphs showing economic data related to a specific topic.
- Examine artifacts and photographs from the past and present, and places far and near to make inferences about daily life.
- Evaluate the influence of agriculture, industry, and natural resources on daily life.
- Identify and evaluate positive and negative examples of human modification to the environment in the local community.
- Place local historical events accurately on a timeline organized by years, decades, or centuries.
- Locate and use primary and secondary sources as evidence to describe change over time.
- Analyze, organize, and present historical information about a characteristic of the local community that has changed over time.

Unit C	Learning Statements with Elaborations	Recommended Resources
<p><i>What affects a decision? What makes a good decision?</i></p>	<p>Geography 7: Systems of transportation and communication move people, products and ideas from place to place.</p> <ul style="list-style-type: none"> • Systems of transportation move people and products from place to place. Systems of communication move ideas and products from place to place. Students focus on systems of transportation and communication that are present in the local community. <p>Economics 15: Both positive and negative incentives affect people's choices and behaviors.</p> <ul style="list-style-type: none"> • Positive economic incentives reward individuals financially for making certain choices and behaving in a certain way, for example: <ul style="list-style-type: none"> ○ extra money for raking leaves; ○ free toy with a meal; and ○ allowance for doing chores at home. • Negative economic incentives penalize individuals financially for making certain choices and behaving in a certain way, for example: <ul style="list-style-type: none"> ○ late fee for a library book; ○ cost of receiving a speeding ticket; and ○ fine for littering at the park. <p>Economics 16: Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.</p> <ul style="list-style-type: none"> • Scarcity refers to the lack of sufficient resources to produce all the goods and services that people desire. • Individuals must make choices about how they spend their money and time because these are limited resources. Individuals make decisions, which involve trade-offs, about what to give up or do without to acquire or achieve something else. For example, a student wants to buy both a bicycle and computer game but does not have enough money for both. The student decides to purchase the bicycle and the trade-off is the computer game. 	<p>BrainPOP Jr. - Transportation</p> <p>Online: Incentives Influence Us</p> <p>Literature: Dave Thomas, Honesty Pays by Barbara Kramer</p>

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Economics 17: A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

- Consumers are people who acquire goods and services to satisfy their personal needs. Producers are people and businesses that use resources to make goods and services.
- Goods are objects that satisfy people's wants such as food and clothing. Services are actions or activities that satisfy people's wants such as a haircut or car repair.

Economics 18: A market is where buyers and sellers exchange goods and services.

- Markets involve the interaction of buyers and sellers exchanging goods and services.
- The market is the place where people purchase the goods or services that they need from the businesses that sell them. Markets exist virtually and physically.

Economics 19: Making decisions involves weighing costs and benefits

- Students understand that there are costs and benefits associated with each personal decision.
- A cost is the alternative given up as the result of a decision. A benefit is that which is received as an improvement or advantage as the result of the decision.
- This foundational skill builds to making financial decisions by systematically considering alternatives and their consequences.
- Students also understand that the cost of a decision is not always monetary.

Economics 20: A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

- A budget helps individuals take personal responsibility for financial decisions.
- A budget is a plan for using income productively, including spending, sharing, and setting money aside for future expenses.

Expectations for learning in the unit:

- Identify and describe the systems of transportation used to move people and products from place to place.
- Identify and describe the systems of communication used to move ideas from place to place.
- Give examples of positive and negative incentives that affect individuals' choices and behaviors.
- Describe the cost or trade-off of making economic decisions.
- Identify consumers and producers in the local community
- Describe markets that exist in the local community.
- Evaluate the costs and benefits of an individual economic decision.
- Explain how using a budget helps individuals make responsible economic decisions.