



## **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:

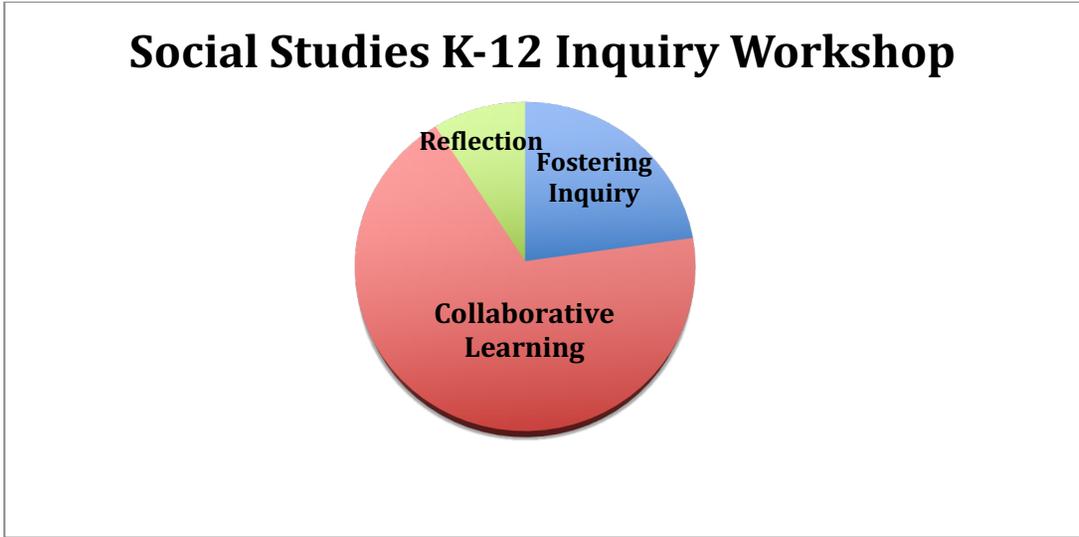
- develop thinking as educated citizens who seek to understand and acknowledge with appreciation diverse perspectives
- confidently communicate informed evidence-based opinions and understanding through positive civil discourse and empathy
- use credible facts to make reasoned decisions for themselves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

### Kindergarten Social Studies Course Goals

The kindergarten year is the time for children to begin to form concepts about the world beyond their own classroom and communities. Culture, heritage and democratic principles are explored, building upon the foundation of the classroom experience. Children deepen their learning about themselves and begin to form an understanding of roles, responsibility for actions and decision making in the context of the group setting.

Unit A: Who am I?	Unit B: My Community	Unit C: Community Impact
August-November	November-February	February-May
Compelling Question: <i>Who am I in my world?</i>	Compelling Question: <i>What is a community?</i>	Compelling Question: <i>How do I impact others in my community?</i>
<b>History 2:</b> Personal history can be shared through stories and pictures.	<b>History 1:</b> Time can be measured  <b>History 3:</b> Heritage is reflected through the arts, customs, traditions, family celebrations and language.	<b>Economics 11:</b> People have many wants and make decisions to satisfy those wants. These decisions impact others.
<b>Government 9:</b> Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.	<b>History 4:</b> Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.	<b>Economics 12:</b> Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.
<b>Government 10:</b> The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.	<b>Geography 5:</b> Terms related to direction and distance, as well as symbols and landmarks, can be used	<b>Geography 7:</b> Humans depend on and impact the physical environment in order to supply food, clothing and shelter.
<b>Geography 8:</b> Individuals are unique but share common characteristics of multiple groups.	<b>Geography 6:</b> Models and maps represent real places.	

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Unit A	Learning Statements with Elaborations	Recommended Resources
<p><b>Who am I in my world?</b></p> <p><b>What is my place in the classroom?</b></p>	<p><b>History 1 SS.K.H.01: <i>Time can be measured</i></b> Children use chronological vocabulary to distinguish broad categories of time such as long ago, yesterday, today and tomorrow.</p> <p>These early skills are foundational to an understanding of chronological order and timelines.</p> <p>When examining artifacts and/or photographs of other eras, model and encourage the correct use of chronological vocabulary. Embed the language of time throughout interactions with children (e.g., yesterday, before, soon).</p> <p>Use calendars to show the passage of days of the week and months in an authentic manner and to schedule and plan for events, keep track of important dates and create a classroom history.</p> <p><b>History 2 SS.K.H.02: <i>Personal history can be shared through stories and pictures.</i></b> As children begin developing a sense of time; they can practice talking about their own personal life history (e.g., birth, toddler and preschool). At this level, children begin to share their personal histories by talking and through other representations and play.</p> <p><b>Government 9 SS.K.GO.09: <i>Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.</i></b> Each person in the home, school and community has responsibilities. When individuals share these responsibilities, group goals are more easily accomplished. For example, children can share responsibilities to take care of a classroom garden.</p> <p><b>Government 10 SS.K.GO.10: <i>The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</i></b></p> <ul style="list-style-type: none"> <li>• Authority figures such as parents, principals, teachers and police officers use rules for particular settings. Rules are established to provide order, security and safety.</li> </ul> <p><b>Geography 8 SS.K.GE.08: <i>Individuals are unique but share common characteristics of multiple groups.</i></b> Individuals have unique characteristics (e.g., hair and eye color, stature, language, skin color). These same characteristics can be used to establish groups of people that share a particular characteristic. Individuals can be members of more than one group (e.g., brown eyes, short stature, language spoken and skin color groups).</p>	<p><b>History 1 SS.K.H.01</b> <a href="#">BrainPOP Jr. Video: "Calendar and Dates"</a> (5 min. video about how the number of days in a week, the number of months in a year, and using a calendar. Support activities included.</p> <p><a href="#">BrainPOP Jr. Video: "Seasons"</a> (4 min. video about the seasons and how the weather changes over time. Support activities included.</p> <p><a href="#">Just a Second by Steve Jenkins</a> YouTube video of the story.</p> <p><b>History 2 SS.K.H.02</b> YouTube video of <a href="#">Saturday</a> by Oge Mora can be shared as an example of personal history and the passage of time over one day.</p> <p><a href="#">This is How We Do It</a> by Matt Lamothe. How are they similar to the children in the story or how do they differ? <a href="#">This is How We Do It booklet</a></p> <p><a href="#">All in a Day</a> by Cynthia Rylant to help develop the concept of one day's time.</p> <p><a href="#">Last Stop on Market Street</a> by Matt de la Pena and Christian Robinson to hear a story about CJ and his nana and how they spent part of their day noticing the beauty of their city.</p> <p><a href="#">All the Way to America: The Story of a Big Italian Family and a Little Shovel</a> by Dan Yaccarino to hear about the author's great-grandfather's immigration story and the wisdom imparted to him by his parents upon leaving Italy to come to America.</p>



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	<p>nations are represented by symbols and practices. The American flag is the most commonly recognized symbol. Children also begin to learn about traditional practices of citizenship, like reciting the Pledge of Allegiance and singing the National Anthem.</p> <p><b>Geography 5 SS.K.GE.05: <i>Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.</i></b></p> <p><b>Geography 6 SS.K.GE.06: <i>Models and maps represent real places.</i></b> A foundational concept for spatial thinking is relative location (the location of a place relative to other places). Children can describe the relative location of familiar places such as where their home is relative to the location of the school, playground, hospital, grocery store, etc. Terms related to direction and distance include up/down, over/under, here/there, front/back, behind/in front of. Children also should be able to use symbols such as letters, numbers, logos, street signs and addresses as well as landmarks like hospitals, schools, fire departments, etc., to talk about relative location.</p>	<p><b>Geography 6 SS.K.GE.06</b> <u>Only One Neighborhood</u> by Marc Karshman &amp; Barbara Garrison to begin a discussion about neighborhoods</p>
<p><b>Expectations for learning in the unit:</b></p> <p><b>History 03 SS.K.H.03:</b> Discuss art, customs, traditions, family celebrations and language that reflect cultural heritage.  <b>History 04 SS.K.H.04:</b> Recognize the American flag as a symbol of the United States and the Pledge of Allegiance and the National Anthem as practices of the United States.  <b>Geography 5 SS.K.GE.05:</b> Describe the relative location of a familiar place using appropriate terms.  <b>Geography 6 SS.K.GE.06:</b> Create models and maps of real places.  <b>Geography 8 SS.K.GE.08:</b> Identify ways that individuals in the family, school and community are unique and ways that they are the same.</p>		
<p><b>Cross-Curricular Connection Ideas:</b> Speaking and listening: Share about family traditions and celebrations. Listen to classmates share about their traditions and celebrations.</p>		

Unit C	Learning Statements with Elaborations	Recommended Resources
<p><i>How do I impact others in my community?</i></p>	<p><b>Economics 11 SS.K.E.11: <i>People have many wants and make decisions to satisfy those wants. These decisions impact others.</i></b></p> <p>People make decisions every day to satisfy their wants. Others are influenced in some way by every decision that is made. For example, if one student playing in the block corner decides to use all of the triangles, no one else can use them.</p> <p><b>Economics 12 SS.K.E.12: <i>Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.</i></b></p>	<p>Economics 11 SS.K.E.11 Economics 12 SS.K.E.12 Geography 7 SS.K.GE.07 <b><u>PebbleGo! Needs and Wants</u></b>  <a href="#">Wants and Needs Song.pdf</a> <a href="#">BrainPOP Jr. Needs and Wants Video</a></p>

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	<p>Goods are objects that satisfy people's wants, such as:</p> <ul style="list-style-type: none"> <li>• Bicycles</li> <li>• Books</li> <li>• Gasoline</li> <li>• Clothing</li> <li>• Toys</li> </ul> <p>Services are activities performed by people, firms, or government agencies to satisfy economic wants, such as:</p> <ul style="list-style-type: none"> <li>• Fast food (food service)</li> <li>• Doctors (medical services)</li> <li>• Lawn care (lawn fertilizing and cutting service)</li> <li>• Pet sitting (pet feeding and walking)</li> <li>• Banks (money holding and check cashing)</li> <li>• Auto repair (fixes cars)</li> <li>• Childcare</li> </ul> <p><b>Geography 7 SS.K.GE.07: <i>Humans depend on and impact the physical environment in order to supply food, clothing and shelter.</i></b></p> <p>Food, clothing and shelter are basic needs for humans. The physical environment provides resources to meet those needs. Humans impact the physical environment when they use those resources. Have children identify natural resources such as water, trees (lumber used to build our homes), soil and sunlight.</p>	<p><u>My Guide to Money: Donating</u> Cherry Lake Publishing by Colby</p> <p><u>Need it or Want It?</u> Little World Social Studies by Colleen Hord</p> <p><u>Everybody Needs Water</u> by Ellen Lawrence</p> <p><u>PebbleGo! Goods and Services</u></p> <p><u>PebbleGo! Making Choices</u></p> <p><u>The Girl and the Bicycle</u> by Mark Pett</p> <p><u>Bunny Money</u> by Rosemary Wells</p> <p><u>A Tale of Two Soup Cans- Martha Speaks</u> PBS Kids</p> <p><u>Waste Not Want Not- Martha Speaks</u> PBS Kids</p> <p><u>Where Once There Was a Wood</u> by Denise Fleming</p> <p><u>Michael Recycle</u> by Ellie Bethel</p> <p><u>The Earth and I</u> by Frank Asch</p> <p><u>Be a Friend to Trees</u> by Patricia Lauber</p> <p><u>Rise Up and Write It</u> by Nandini Ahuja &amp; Anoosha Syed</p> <p><u>Everything Naomi Loved</u> by Katie Yamasaki &amp; Ian Lendler</p> <p><i>Cloud Tea Monkeys</i> by Mal Peet and Elspeth Graham</p>
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		<p><i>Those Shoes</i> by Maribeth Boelts and Noah Jones</p> <p><i>Violet the Pilot</i> by Steve Breen</p> <p><i>Beatrice's Goat</i> by Page McBrier</p> <p><i>Sanji and the Baker</i> by Robin Tzannes</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><b>Expectations for learning in the unit:</b> <b>Economics 11 SS.K.E.11:</b> Explain how a decision about an individual want can impact others. <b>Economics 12 SS.K.E.12:</b> Identify goods and services. <b>Geography 7 SS.K.GE.07:</b> Identify natural resources that are used in the children's daily lives.</p>		
<p><b>Cross-Curricular Connection Ideas:</b> Opinion Writing: Writers write to make the world a better place. Identify problems at home, school, or in the world and tell why they are a problem and offer ideas to fix the problem.</p>		