



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.

Social Studies K-12 Inquiry Workshop



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 American Government

American Government Course Goals:

American Government examines the principles and practices of the federal government. Students explore the basic structure of the U.S. government and focus on skills needed to become effective, participatory citizens. There is an emphasis on practical application of knowledge and skills through simulation and community interaction. Students will also examine key documents which form the basis for the United States of America.

Unit A: Civic Involvement		
Compelling Questions	Content Statements	Recommended Resources
<p><i>Can dissent be patriotic?</i></p> <p><i>How does a lack of civic involvement hurt the country?</i></p>	<p>1. Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.</p> <p>2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.</p>	<p>Variety of News Agencies (TV, Print Media, OnLine)</p> <p>American Government 2e Krutz, Glen, and Sylvie Waskiewicz, PhD. American Government 2e. OpenStax, 2019.</p> <p>Macgruder’s American Government Textbook 2011</p> <p>Political Ideologies and the Democratic Ideal by Ball and Dagger</p> <p>Mastering Ohio’s American Government Assessment</p> <p>Khan Academy</p> <p>Teaching Tolerance</p> <p>Oyez.com</p> <p>facinghistory.org</p>
<p>Expectations for Learning: Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.</p>		

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Unit B: Civic Skills		
Compelling Questions	Content Statements	Recommended Resources
<p><i>How can parties feel positive about process outcomes if they don't get everything they want?</i></p>	<p>3. Issues can be analyzed through the critical use of credible sources.</p> <p>4. The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.</p>	<p>Variety of News Agencies (TV, Print Media, OnLine)</p> <p>Mastering Ohio's American Government Assessment</p>
<p>Expectations for Learning:</p> <p>Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.</p>		

Unit C: Principles of Our U.S. Constitution		
Compelling Questions	Content Statements	Recommended Resources
<p><i>Did the U.S. Constitution establish a just government?</i></p> <p><i>How did the Constitution create a strong government, yet still protect our personal liberties?</i></p>	<p>5. As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.</p> <p>6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States and led to the adoption of the Bill of Rights.</p>	<p><i>Declaration of Independence</i></p> <p><i>Schoolhouse Rock</i></p> <p><i>United States Constitution</i></p> <p><i>Federalist Papers</i></p> <p><i>Anti-Federalist Papers</i></p> <p>History.com</p> <p>Ted-Ed</p> <p>PBS Constitution USA with Peter Sagal</p> <p>Variety of News Agencies (TV, Print Media, OnLine)</p>

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<p><i>Is the Constitution a living document?</i></p> <p><i>Was the Bill of Rights needed as the Anti-Federalist claimed, or was the Constitution enough to protect civil liberties as the Federalists claimed?</i></p> <p><i>How did the Reconstruction Amendments expand liberty, and how did they reduce liberty?</i></p> <p><i>How do the enfranchisement amendments reflect our basic principles of limited government?</i></p> <p><i>Why would the structure and functions of the federal government need to change over time?</i></p>	<p>7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.</p> <p>8. The Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government.</p> <p>9. The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.</p> <p>10. Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.</p> <p>11. Constitutional amendments have altered provisions for the structure and functions of the federal government.</p>	<p>Founding Fathers & Founding Brothers video series</p> <p>Bill of Rights Institute National Constitution Center: The Interactive Constitution "Is Privacy Dead" from the Science Discovery Channel</p> <p>Annenberg Classroom</p> <p>Mastering Ohio's American Government Assessment PBS American Experience PBS Slavery by Another Name</p> <p>Khan Academy Teaching Tolerance</p> <p>facinghistory.org</p>
<p>Expectations for Learning: Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.</p>		

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Unit D: Structure and Functions of the Federal Government		
Compelling Questions	Content Statements	Recommended Resources
<p><i>What, if any, problems exist if one branch implements the powers or responsibilities of another branch?</i></p> <p><i>Often, people consider negotiations as a potential for corruption. What are the benefits and detriments of the branches using this form of consensus building prior to voting on, signing, or interpreting legislation?</i></p>	<p>12. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.</p> <p>13. The political process creates a dynamic interaction among the three branches of government in addressing current issues.</p>	<p>National Constitution Center: The Interactive Constitution</p> <p>Mastering Ohio's American Government Assessment</p> <p>American Government 2e Annenberg Classroom Macgruder's American Government Textbook 2011 The Presidents from the History Channel West Wing EduLastic</p> <p>Variety of News Agencies (TV, Print Media, OnLine)</p> <p>Khan Academy Teaching Tolerance Oyez.com Ted-Ed</p>
<p>Expectations for Learning: Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws, and the adjudication of disputes under the laws.</p>		

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Unit E: The Role of the People		
Compelling Questions	Content Statements	Recommended Resources
<p><i>If something is a right or a responsibility, is there ever a time when either should be considered a luxury that does not need to be expected?</i></p> <p><i>As U.S. demographics shift who is a minority, how can groups who were once considered the majority adapt to their new roles as a minority?</i></p>	<p>14. In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.</p> <p>15. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.</p>	<p>National Constitution Center: The Interactive Constitution Annenberg Classroom American Government 2e</p> <p>Macgruder’s American Government Textbook 2011</p> <p>Mastering Ohio’s American Government Assessment</p> <p>History.com</p> <p>Variety of News Agencies (TV, Print Media, OnLine)</p> <p>Khan Academy Teaching Tolerance Ted-Ed facinghistory.org</p>
<p>Expectations for Learning:</p> <p>The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.</p>		

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Unit F: Ohio's State and Local Governments		
Compelling Questions	Content Statements	Recommended Resources
<p><i>How did national debates about suffrage and federalism impact the 1851 Constitution?</i></p> <p><i>What are some of the most effective ways to address controversial problems?</i></p>	<p>16. As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.</p> <p>17. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.</p>	<p>Ohio History Connection Ohio Government and Politics by Sracic and Binning Variety of News Agencies (TV, Print Media, OnLine)</p> <p>Mastering Ohio's American Government Assessment</p> <p>Khan Academy Teaching Tolerance facinghistory.org</p>
<p>Expectations for Learning:</p> <p>The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.</p>		

Unit G: Public Policy		
Compelling Questions	Content Statements	Recommended Resources
<p><i>The size of government is often a controversial topic. What are the benefits and detriments of both a large government and a small government?</i></p>	<p>18. A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.</p>	<p>Variety of News Agencies (TV, Print Media, OnLine) Annenberg Classroom American Government 2e The Presidents from the History Channel West Wing</p>

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How can the different levels of government work symbiotically to create the best policy for different groups of people?	19. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.	<p>Macgruder's American Government Textbook 2011</p> <p>Mastering Ohio's American Government Assessment</p> <p>Great Decisions in Foreign Policy video series</p> <p>Political Ideologies and the Democratic Ideal by Ball and Dagger</p> <p>Khan Academy</p> <p>Teaching Tolerance-Social Justice website</p> <p>Ted-Ed</p>
<p>Expectations for Learning: Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.</p>		

Unit H: Government and the Economy		
Compelling Questions	Content Statements	Recommended Resources
<p>How can competing economic theories work together to benefit the economy?</p> <p>Which policies appear to create the most growth and stability in the economy? What other factors could have produced that growth and stability?</p>	<p>20. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.</p> <p>21. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.</p>	<p>American Government 2e</p> <p>Macgruder's American Government Textbook 2011</p> <p>Variety of News Agencies (TV, Print Media, OnLine)</p> <p>Mastering Ohio's American Government Assessment</p> <p>Khan Academy</p> <p>Ted-Ed</p>
<p>Expectations for Learning: The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.</p>		

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American Government**