



## **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



<b>Fostering Inquiry <i>Focused Mini-lesson</i></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 Contemporary World Issues

### Contemporary World Issues Course Goals:

The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students will connect understandings of the contemporary and comparative political systems and global issues. Through the lens of a geo-political world, current events, political debate, and how the past impacts present day foreign and domestic policy of nations, regions, and international systems and organizations will be analyzed.

Unit A: Global Connections	Unit B: Civil and Human Rights	Unit C: Civic Participation and Skills	Unit D: National Security and International Diplomacy
3 weeks	3 weeks	3 weeks	3 weeks
<p><b>Compelling Questions:</b></p> <p><i>How do individuals and groups work within established systems of power, authority and governance?</i></p> <p><i>How and why do individuals or groups choose to work outside of the established systems of power, authority or governance?</i></p> <p><i>How have their voices and other marginalized groups been acknowledged and represented?</i></p> <p><i>How can every day individuals participate?</i></p>	<p><b>Compelling Question:</b></p> <p><i>How do beliefs about civil and human rights vary among social and governmental systems?</i></p> <p><i>What leads to modern instances of genocide and ethnic cleansing from individual, organizational and national perspectives?</i></p> <p><i>How do diverse nations and international organizations pursue common interest to eliminate injustices toward minority groups?</i></p>	<p><b>Compelling Question:</b></p> <p><i>How are media messages constructed for unique purposes using particular tools, characteristics and conventions?</i></p> <p><i>How does the media influence the ways people define and act on issues?</i></p> <p><i>Has modern media shaped individual perspectives on social, political, and economic ways of life?</i></p> <p><i>How do active participants in global politics engage in civil debate with multiple views in a solution oriented manner?</i></p>	<p><b>Compelling Questions:</b></p> <p><i>How do nations protect their national security?</i></p> <p><i>What are some economic, political and social causes of a current conflict and what can be done to mitigate the problem?</i></p> <p><i>How do global interactions among nations and regions present issues that affect all humanity?</i></p> <p><i>How do governments and societies balance individual rights and the common good?</i></p>

## Dublin City Schools Social Studies Graded Course of Study Contemporary World Issues

Unit E: Sustainability	Unit F: The Global Economy
3 weeks	3 weeks
<p><b>Compelling Questions:</b>  <i>How do decisions made by individuals and societies have implications for both current and future generations, including intended and unintended consequences?</i></p> <p><i>How do sustainability issues impact economically advantaged and disadvantaged societies?</i></p>	<p><b>Compelling Questions:</b>  <i>How has the changing global economy created advantages and disadvantages for different segments of the world's population?</i></p> <p><i>How do international trade agreements and multinational organizations impact markets?</i></p> <p><i>How do economic decisions in one country impact the economies of other countries?</i></p> <p><i>With the acceleration of technology and communication, has anyone been left behind? Has anyone benefitted at some else's expense?</i></p>

<b>Unit A: Global Connections</b> The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact.	
Compelling Questions	Content Learning Standards Focused attention on a given standard will be based on current events.
<p><i>How do individuals and groups work within established systems of power, authority and governance?</i></p> <p><i>How and why do individuals or groups choose to work outside of the established systems of power, authority or governance?</i></p> <p><i>How have their voices and other marginalized groups been acknowledged and represented?</i></p> <p><i>How can every day individuals participate?</i></p>	<p>1. Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.</p> <p>2. Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.</p> <p>14. The development and use of technology influences economic, political, ethical and social issues.</p> <p>15. Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.</p>

## Dublin City Schools Social Studies Graded Course of Study Contemporary World Issues

**Expectations for learning in the unit:**

Analyze the ways in which trade, alliances, treaties, and international organizations contribute to the increasing interconnectedness of nations and peoples.  
Analyze the effects of advances in communications technology on the ability of governments, interest groups, individuals, and the media to share or acquire information.  
Identify ways in which to contribute and examples of global connectedness.

**Unit B: Civil and Human Rights**

There are challenges to civil and human rights throughout the world. Politics, economics and culture can influence perceptions of civil and human rights

**Compelling Questions**

*How do beliefs about civil and human rights vary among social and governmental systems?*

*What leads to modern instances of genocide and ethnic cleansing from individual, organizational and national perspectives?*

*How do diverse nations and international organizations pursue common interest to eliminate injustices toward minority groups?*

**Content Learning Standards**

**Focused attention on a given standard will be based on current events.**

- 8. Beliefs about civil and human rights vary among social and governmental systems.
- 9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.
- 10. Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.

**Expectations for learning in the unit:**

Analyze how beliefs about civil and human rights vary among social and governmental systems.

Analyze how differing interests on issues related to civil and human rights result in both conflict and cooperation among nations and international organizations.

Analyze modern instances of genocide and ethnic cleansing from individual, organizational, and national perspectives.

## Dublin City Schools Social Studies Graded Course of Study Contemporary World Issues

Unit C: Civic Participation and Skills Individuals and groups have the capacity to engage with others to impact global issues	
Compelling Questions	Content Learning Standards Focused attention on a given standard will be based on current events.
<p><i>How are media messages constructed for unique purposes using particular tools, characteristics and conventions?</i></p> <p><i>How does the media influence the ways people define and act on issues?</i></p> <p><i>Has modern media shaped individual perspectives on social, political, and economic ways of life. EX. bias toward cultures that are non-western or familiar?</i></p> <p><i>How can the general public access diverse content understandings from global resources?</i></p> <p><i>How do active participants in global politics engage in civil debate with multiple views in a solution-oriented manner?</i></p>	<p><b>Media and Public Opinion</b></p> <p>3. Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.</p> <p>4. Individuals can assess how effective communicators address diverse audiences.</p> <p>5. Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.</p> <p>6. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.</p> <p>7. Individuals can participate through non-governmental organizations to help address humanitarian needs.</p>
<p><b>Expectations for learning in the unit:</b></p> <ul style="list-style-type: none"> <li>• Evaluate how media messages are constructed for unique purposes using particular tools, characteristics, and conventions.</li> <li>• Analyze the influence and credibility of media messages on the ways people define and act on issues.</li> <li>• Analyze communication methods that an organization uses with diverse audiences.</li> <li>• Identify a current global issue, propose appropriate solutions, formulate an action plan and assess the positive and negative results of actions proposed.</li> <li>• Describe how non-governmental organizations address humanitarian needs.</li> <li>• Participate in an activity with a non-governmental organization to address a specific need.</li> </ul>	



## Dublin City Schools Social Studies Graded Course of Study Contemporary World Issues

### Unit D: National Security and International Diplomacy

The political, economic and social goals of nations, international associations and non-governmental organizations may be incompatible with each other and lead to conflicts

#### Compelling Questions

*How do nations protect their national security?*

*What are some economic, political and social causes of a current conflict and what can be done to mitigate the problem?*

*How do global interactions among nations and regions present issues that affect all humanity? (agriculture, medicine, artificial intelligence)*

*How do governments and societies balance individual rights and the common good?*

#### Content Learning Standards

**Focused attention on a given standard will be based on current events.**

#### Theories of International Diplomacy

16. Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.
17. Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.
18. Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.

#### Expectations for learning in the unit:

- Explain how and why nations protect their national security.
- Evaluate the political, social, and economic costs of a national security issue.
- Analyze the economic, political, and social causes of a current conflict.
- Evaluate the efforts of diplomacy in economic, political, and social differences in a current conflict.
- Analyze how individuals and groups work within the established systems of power, authority and governance.
- Analyze an example of how and why an individual or group chose to work outside of the established systems of power, authority or governance.

## Dublin City Schools Social Studies Graded Course of Study Contemporary World Issues

<b>Unit E: Sustainability</b> An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels	
<b>Compelling Questions</b>	<b>Content Learning Standards</b> <b>Focused attention on a given standard will be based on current events.</b>
<p><i>How do decisions made by individuals and societies have implications for both current and future generations, including intended and unintended consequences?</i></p> <p><i>How do sustainability issues impact economically advantaged and disadvantaged societies?</i></p>	<p><b>Environmental Issues and Globalization</b></p> <p>11. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.</p> <p>12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.</p> <p>13. International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.</p>
<p><b>Expectations for learning in the unit:</b>                      Analyze the impact of a selected human activity today and in the future, including intended and unintended consequences.</p> <p>Analyze a sustainability issue from various political, economic, and cultural perspectives.</p> <p>Analyze how people collaborate to address sustainability issues through international associations and non- governmental organizations.</p>	

<b>Unit F: The Global Economy</b> The global economy is an international marketplace fueled by competition, trade and integration	
<b>Compelling Questions</b>	<b>Content Learning Standards</b> <b>Focused attention on a given standard will be based on current events.</b>
<p><i>How has the changing global economy created advantages and disadvantages for different segments of the world's population?</i></p>	<p>19. The global economy creates advantages and disadvantages for different segments of the world's population.</p> <p>20. Trade agreements, multinational organizations, embargoes and protectionism impact markets.</p> <p>21. The distribution of wealth and economic power among countries changes over time.</p>

## Dublin City Schools Social Studies Graded Course of Study Contemporary World Issues

<p><i>How do international trade agreements and multinational organizations impact markets?</i></p> <p><i>How do economic decisions in one country impact the economies of other countries?</i></p> <p><i>With the acceleration of technology and communication, has anyone been left behind?</i></p> <p><i>Has anyone benefitted at some else's expense?</i></p>	<p>22. The global economy creates interdependence so that economic circumstances in one country impact events in other countries.</p>
<p><b>Expectations for learning in the unit:</b></p> <p>Evaluate how the changing global economy has created advantages and disadvantages for different segments of the world's population. Explain how international trade agreements and multinational organizations impact markets.</p> <p>Evaluate the impact of embargoes and protectionism on markets. Explain how economic decisions and activities in one country impact economies in other countries.</p>	

<p><b>Recommended Resources</b></p>
<ul style="list-style-type: none"> <li>● un.org</li> <li>● Council on Foreign Relations</li> <li>● PBS Frontline</li> <li>● Variety of news sources. (digital and print): Fox, CNN, ABC,CBS,NBC</li> <li>● Washington Post, New York Times, Associated Press, Wall Street Journal</li> <li>● Teaching Tolerance- Social Justice website</li> <li>● History.com</li> <li>● almonitor.com</li> <li>● oec.world</li> <li>● Universal Declaration of Human Rights</li> <li>● United Nations - Promoting Human Rights</li> <li>● United Nations - Keeping the Peace</li> <li>● Inter-governmental Organizations (IGO) &amp; Nongovernmental Organizations</li> </ul>