



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

Financial Literacy

Financial Literacy

Financial Literacy is defined as the ability to read, analyze, manage and communicate about personal financial conditions that affect one's material well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond completely to life events that affect everyday financial decisions, including events in the general economy.

Unit of Study	Content Learning Standard	Expectations for Learning
<p>Working and Earning</p> <p><i>Employment provides a means of creating personal income.</i></p>	<p>1. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.</p> <p>2. Taxes, retirement, insurance, employment benefits, and both voluntary and involuntary deductions impact take-home pay.</p> <p>3. Income sources include job earnings and benefits, saving and investing earnings, government payments, grants, inheritances, etc. Workers can experience dramatic income dips and spikes from month to month.</p>	<p>Learn to research job opportunities and education needed.</p> <p>Learn the importance of education in furthering one's career.</p> <p>Learn how cost of living affects lifestyle.</p> <p>Learn to read a pay stub, understand gross pay, payroll deductions, and net pay.</p>
<p>Saving and Investing</p> <p><i>Saving and investing strategies help individuals achieve personal financial goals.</i></p>	<p>4. Saving and investing help to build wealth.</p> <p>5. Savings can serve as a buffer against economic hardship.</p> <p>6. Different costs and benefits are associated with saving and investing alternatives.</p>	<p>Learn the difference between saving and investing.</p> <p>Learn how to calculate net worth.</p> <p>Learn the effects of compound interest.</p> <p>Learn the impact of inflation on long-term saving.</p>
<p>Retirement and the Stock Market</p> <p><i>Investing in the stock market helps to achieve long-term financial goals such as retirement.</i></p>	<p>7. Investing strategies must take several factors into consideration including the time horizon of the investment, the degree of diversification, the investor's risk tolerance, how the assets are</p>	<p>Learn the concept of diversification and its importance when investing.</p> <p>Learn to effectively invest in various financial</p>

Dublin City Schools Social Studies Graded Course of Study Financial Literacy

	<p>selected and allocated, product costs, fees, tax implications, and the time value of money.</p> <p>8. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.</p> <p>9. Retirement income sources include individual retirement accounts, employer-sponsored retirement accounts, pensions, and social security.</p> <p>10. There are advantages and disadvantages to the various types of retirement income sources.</p>	<p>products.</p> <p>Learn that investing returns vary over time.</p> <p>Learn how to properly save for retirement.</p> <p>Learn the difference between individual and employer-sponsored retirement accounts.</p> <p>Learn how social security benefits are calculated.</p>
<p>Credit and Debt</p> <p><i>Credit and debt can be used to achieve personal financial goals</i></p>	<p>11. Different payment methods have advantages and disadvantages.</p> <p>12. Credit and debt can be managed to maintain creditworthiness.</p> <p>13. Consumer protection laws provide financial safeguards.</p> <p>14. Many options exist for paying for post-secondary education opportunities.</p> <p>15. Effectively balancing credit and debt helps one achieve short and long-term financial goals.</p>	<p>Learn about the differences in payment types (cash, debit cards, credit cards, cash advance, payday loans).</p> <p>Learn the benefits and dangers of credit cards.</p> <p>Learn the impact of poor credit.</p> <p>Learn to build good credit history by using credit wisely.</p> <p>Learn how to pay off debt.</p> <p>Learn different student loan options that are available.</p> <p>Learn key elements of a car, home, and personal loan.</p>
<p>Risk Management and Insurance</p> <p><i>There are various strategies to help protect personal assets and wealth.</i></p>	<p>16. Health, disability and life insurance protect against risks associated with increased expenses and loss of income.</p> <p>17. Property and liability insurance protect against risks associated with use of property.</p> <p>18. Steps can be taken to safeguard one's identity and personal financial information.</p>	<p>Learn the purpose of insurance.</p> <p>Learn different coverage types - auto, renters, homeowners, health, disability, and life insurance.</p> <p>Learn common terminology - deductible, premium, co-pay, claim, coverage, policy, out-of-pocket.</p> <p>Learn how insurance companies evaluate policies based on individual risk.</p>

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Financial Literacy

<p>Budgeting and Money Management</p> <p><i>Responsible financial decisions are based upon reliable information and used to maintain a personal budget.</i></p>	<p>19. Financial responsibility involves lifelong decision-making strategies which include consideration of alternatives and consequences.</p> <p>20. A personal financial plan includes financial goals and a budget. Budgets include spending on goods and services, savings and investments, insurance and philanthropy.</p> <p>21. Planning for and paying local, state, and federal taxes is a financial responsibility.</p> <p>22. Financial institutions offer a variety of products and services to address financial responsibility.</p>	<p>Learn the proper uses of savings accounts versus checking accounts.</p> <p>Learn how to budget your time, money, and resources.</p> <p>Learn how to manage tradeoffs in your personal and professional lives.</p> <p>Learn how to afford everyday expenses while paying off debt.</p> <p>Learn how to allocate your pay into checking, savings, investments, and retirement accounts.</p> <p>Learn how to spend your money wisely.</p>
<p>Principles of Economics</p> <p><i>Economies are influenced by global, national, and local policy, issues and events. Economic decision making relies on the analysis of data.</i></p>	<p>23. People, businesses, and governments cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>24. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> <p>25. A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy.</p> <p>26. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.</p>	<p>Learn the basic principles of economics.</p> <p>Learn the laws of supply and demand.</p> <p>Learn how countries, businesses, and individuals use comparative advantage to make money.</p> <p>Learn the benefits of specialization.</p> <p>Learn the effects of globalization on national, state, and local economies.</p>

Dublin City Schools Social Studies Graded Course of Study Financial Literacy

Recommended Resources for All Units	
<i>Next Gen Personal Finance</i>	ngpf.org
<i>Banzai</i>	teachbanzai.com
<i>Everfi</i>	everfi.com/financial-education
Websites	
<i>Investopedia</i>	investopedia.com
<i>The Motley Fool</i>	fool.com
<i>Nerd Wallet</i>	nerdwallet.com
<i>Edelman Financial Engines - Ric Edelman</i>	edelmanfinancialengines.com
<i>Ramsey Solutions - Dave Ramsey</i>	daveramsey.com
Simulations	
<i>Knowledge Matters</i>	vb.knowledgematters.com
<i>Stock Market and Portfolio Building Simulation</i>	howthemarketworks.com
<i>YouScience</i>	youscience.com