



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

Psychology

Psychology Course Goals:

Psychology is defined as the scientific study of the mind and behavior. In this high school psychology course, students are introduced to the scientific method and the core ideas and theories of psychology. As a result, students gain an understanding of the complexities and diversity of human thought and behavior.

Unit A: Science of Psychology		
Topic: Explain the major theoretical approaches, research findings, and historical and contemporary trends in the science of psychology.		
Compelling Question(s)	Content Statements	Expectations of Learning
<p>How has psychological research changed over time to be more inclusive to understand behavior and perspectives of all people groups, especially historically and traditionally marginalized groups?</p>	<ol style="list-style-type: none"> 1. Describe, compare and contrast major theoretical approaches in psychology (e.g., behavioral, biological, cognitive, psychoanalytic and social). 2. Explain the contributions of the major theoretical approaches in psychology (e.g., behavioral, biological, cognitive, psychoanalytic and social). 3. Discuss emerging areas in psychology such as cross-cultural and evolutionary psychology. 4. Describe applications of psychology such as human factors and health psychology. 	<p>The students will develop an understanding of each psychological approach, and be able to explain and analyze human thinking and behavior from each perspective.</p>

Dublin City Schools Social Studies Graded Course of Study

Psychology

Unit B: Research		
Topic: Explain the major theoretical approaches, research findings, and historical and contemporary trends in the science of psychology.		
Compelling Question(s)	Content Statements	Expectations of Learning
<p>How has psychological research changed over time to be more inclusive of diverse people groups and added to the understanding of behavior of these groups and more collectively?</p> <p>How can psychological research, including methods, design, analysis, and interpretation, be both inclusive and exclusive to oppressed and marginalized people groups?</p>	<ol style="list-style-type: none"> 1. Locate theories, methodologies and empirical findings of research studies. 2. Basic studies that address psychological questions using different research methodologies. 3. Discuss the APA guidelines for the ethical treatment of human and nonhuman research participants. 4. Explain how validity and reliability of observations and measurements relate to data analysis. 5. Analyze data designed to answer a psychological question using basic descriptive and inferential statistics. 6. Report the results in APA style. 	<p>The students will be able to understand and interpret the findings of significant psychological research.</p> <p>The students will be able to analyze data/ results obtained through psychological research.</p>

Dublin City Schools Social Studies Graded Course of Study

Psychology

Unit C: Psychology Study		
<p>Topic: Apply the major theoretical approaches in psychology to a variety of topics in order to understand human behavior. Topics including learning, intelligence, personality, the Brain, memory, consciousness, emotions, stages of development, abnormal psychology, sensation & perception, and social psychology</p>		
Compelling Question(s)	Content Statements	Expectations of Learning
<p><i>How do people's identities, such as race, ethnicity, culture, religion, sex, gender, sexual orientation, age, impact their behavior and mental process?</i></p> <p><i>How do differing people groups, particularly historically and traditionally marginalized and oppressed groups, view and understand these topics of human behavior?</i> <i>**How does this compare to the generalized and normalized view and understanding of these topics?</i></p>	<ol style="list-style-type: none"> 1. Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment. 2. Explain the various etiologies and ethical treatments for abnormal behaviors. 3. Discuss the uses and ethical implications of psychological assessment. 4. Incorporate knowledge and research findings concerning human motivation and emotion when teaching in the areas of stress, coping and health. 5. Diffuse diversity issues throughout the psychology curriculum and demonstrate cultural competence. 6. Identify sociocultural factors in the application of psychological research. 	<p>The students will be able to use the knowledge, theories and information learned to explain and analyze modern day behavior and activity.</p>

Recommended Resources for Psychology	
<ul style="list-style-type: none"> ● McGraw-Hill: <i>Understanding Psychology</i> ● Crash Course: Psychology ● Verywellmind.com ● Psychologytoday.com ● APA.org ● Neuroscience for kids ● Society for Teaching Psychology ● AllPsych ● Teaching Tolerance 	<ul style="list-style-type: none"> ● TedTalks and TedEd ● SimplyPsychology.org ● Lumen Learning Psychology ● prisonexp.org/the-story/ ● CDC.gov ● http://faculty.washington.edu/chudler/words.html ● https://enneagramworldwide.com/ ● https://www.enneagraminstitute.com/ ● http://www.humanmetrics.com/personality