



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 International Diplomacy

International Diplomacy Course Goals: In this course, students will participate in approaches to addressing global and regional issues through simulated diplomacy and will gain an appreciation of multiple perspectives. This course will emphasize how political, economic, social, and historical factors are shaped by competing nation-states, groups, and individuals in the Middle East and beyond.

Unit A: Conflict and Cooperation in the Modern Middle Eastern	
Compelling Questions	Content Statements
<p><i>Does what happens in the Middle East impact my life in Dublin, Ohio, US or the world?</i></p> <p>The modern Middle East affects the political, economic, and social dynamics of the world. There is a focus on military strategy, global economic trends, and power struggle for natural resources.</p>	<p>Students will recognize the political emergence of the modern Middle East post World War I and identify</p> <ul style="list-style-type: none"> ● Religious diversity in the Middle East and its role in collaboration and conflict. ● The global economy and its relationship with Middle Eastern political/economic agendas. ● Global policies regarding alliances, agreements, treaties with a focus on middle eastern stability. ● The impact of coups and revolutions on the relationships between Middle Eastern nations and their outlook into the future.
<p>Expectations for Learning:</p> <ul style="list-style-type: none"> ● Students will participate in an online simulation to gain knowledge of the Middle East issues. ● Students will use technological skills to interact diplomatically with students globally. ● Students will utilize technologically and social media effectively and responsibility with peers. 	

Unit B: Civic Participation and Skills	
Compelling Questions	Content Statements
<p><i>Do Individuals and groups have the capacity to engage with</i></p>	<p>Individuals can evaluate media messages and assess how effective communicators address diverse audiences, including diplomatic communications among nations: within the simulation this includes communiqués, press releases, back-channel diplomatic discussion, etc.</p>

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others to impact global issues?	<p>Individuals can identify, evaluate, and discuss current international problems or dilemmas with the goal of proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.</p> <p>Individuals can participate through non governmental organizations to help address humanitarian needs due to complex economic, political, and social issues.</p>
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<p>Expectations for Learning:</p> <ul style="list-style-type: none"> • Evaluate how media messages are constructed for unique purposes using particular tools, characteristics and conventions common to international diplomacy. • Analyze the diversity of interpretations through context, point of view, and frame of reference through simulation participant dialogue. • Students have opportunities to assess and practice effective communication methods as they engage with others on global issues of diplomacy. • Students will be able to evaluate the Israeli/Palestinian conflict and participate in debate and discussion to influence public processes, propose appropriate solutions, formulate an action plan and assess the positive and negative results of proposed actions. • Describe how non-governmental interest groups and organizations address humanitarian needs in the Middle East and worldwide.

Unit C: Civil and Human Rights

Compelling Questions	Content Statements
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<p>Who decides what is a civil or human right?</p> <p>There are challenges to civil rights and human rights throughout the world as we examine more liberal and conservative societies all across the Middle East. Politics, economics and culture can all influence perceptions of civil and human rights.</p>	<p>Beliefs about civil and human rights vary among Middle Eastern nations. These 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.</p> <p>Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.</p>
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<p>Expectations for Learning:</p> <ul style="list-style-type: none"> • Students will recognize that societies and governmental systems have differing interests on issues related to civil and human rights, resulting in both conflict and cooperation among nations and international organizations. • Students will analyze modern instances of genocide and ethnic cleansing from individual, organizational and national perspectives.

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Unit D: Sustainability	
Compelling Questions	Content Statements
<p><i>Do we need each other?</i></p> <p>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.</p>	<p>Human activities in the Middle East have resource availability implications for both current and future generations, including intended and unintended consequences, leading to regional and international conflict and cooperation. These sustainability issues are addressed differently by people viewing them from various political, economic and cultural perspectives.</p> <p>International associations and non-governmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.</p>
<p>Expectations for Learning:</p> <ul style="list-style-type: none"> ● Analyze the impact of a selected human activity today and in the future, including intended and unintended consequences. ● Analyze a sustainability issue from various political, economic and cultural perspectives. ● Analyze how people collaborate to address sustainability issues through international associations and non-governmental organizations. 	

Unit E: Technology	
Compelling Questions	Content Statements
<p><i>Are technological advances a positive improvement?</i></p> <p>Technological advances present issues related to costs, distribution</p>	<p>Recognize the development and use of technology influences economic, political, ethical and social issues within the Middle East.</p> <p>Decisions about the use of products and systems can result in intended and unintended consequences for governments and societies globally</p>

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of benefits, ethical considerations, and deliberate and unintended consequences.	
<p>Expectations for Learning:</p> <ul style="list-style-type: none"> Analyze how the development and use of technology has influenced a selected economic, political, ethical or social issue. Analyze the costs and benefits of a selected technology, including intended and unintended consequences. 	

Unit F: National Security and International Diplomacy	
Compelling Questions	Content Statements
<p><i>What causes conflict?</i></p> <p>The political, economic and social goals of nations, international associations and non-governmental organizations may be incompatible with each other and lead to conflicts.</p>	<ul style="list-style-type: none"> 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. Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts. 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.
<p>Expectations for Learning:</p> <ul style="list-style-type: none"> 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 and evaluate the efforts to mitigate them. 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. 	

Unit G: The Global Economy	
Compelling Questions	Content Statements
<p><i>Does the global economy work for everyone?</i></p> <p>The global economy is an</p>	<ul style="list-style-type: none"> The global economy and the distribution of natural resources creates advantages and disadvantages among the Middle Eastern nation states, which may lead to changes in the distribution of wealth and economic power over time.

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international marketplace fueled by competition, trade and integration.

- International diplomacy can influence trade agreements, multinational organizations, embargoes and protectionism, impacting markets.
- The global economy creates interdependence so that economic circumstances in one country impact events in other countries.

Expectations for Learning:

- Evaluate how the global economy and access to natural resources has created advantages and disadvantages for different regions within the Middle East, including a focus on infrastructure differences.
- Explain how international trade agreements and multinational organizations impact markets.
- Evaluate the impact of embargoes and protectionism on markets.
- Explain how economic decisions and activities in one country impact economies in other countries.

Recommended Resources

- University of Michigan Simulation (in conjunction with the University of Michigan's Computer Learning School).
<http://aic.icsmich.org/> (simulation site)
- The Penguin State of the Middle East by Dan Smith (Core Reading)
- Anthony Bourdain Episodes in the Middle East
- History Alive (Middle East Section)
- Council on Foreign Relations
- History.com
- Almonitor.com
- PBS Frontline
- <https://oec.world/> from (MIT)