



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

Sociology

Sociology Course Goals:

This course is an introduction to sociology, the systematic study of people in groups, organizations, and societies, sociology is concerned with how society affects individual people, and how individual people affect society, The course will examine theories, concepts and methods within the science of sociology but will also examine issues such as poverty, family, violence, and racial inequality from the sociological perspective.

Unit A: Sociological Terms, Concepts and Perspectives	
Compelling Questions	Content Statements
How do sociologists look at the world?	<ol style="list-style-type: none"> 1. Understand the emergence of sociology as a social science and its impact on the past and the present. 2. Recognize the historical development of major ideas and theoretical perspectives in sociology and the contributions of key sociologists. 3. Identify the relationship between sociology and other social sciences. 4. Apply of sociological concepts and theoretical perspectives to other fields of study such as economics, business, agriculture, and government.
<p>Expectations for Learning: Sociology students will demonstrate an understanding of sociological terms, concepts, thinkers, and theoretical perspectives.</p>	

Unit B: Sociological/ Research Skills	
Compelling Questions	Content Statements
<p><i>How can the relationship between individuals and society be measured?</i></p> <p><i>How effective is macro-scale research in helping us to understand human action?</i></p>	<ol style="list-style-type: none"> 1. Use electronic technologies in sociological research. 2. Identify purpose, point of view, and central questions in sociological studies. 3. Analyze generalizations and conclusions presented in sociological arguments and interpretations. 4. Interpret sociological data presented in graphic formats.

Dublin City Schools Social Studies Graded Course of Study Sociology

<i>How effective is micro-scale research in helping us to understand human action?</i>	5. Communicate sociological information, analysis, and interpretations in effective written forms.
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Expectations for Learning:

Sociology students will demonstrate an understanding of methods for conducting sociological inquiries and analyzing and interpreting sociological information.

Unit C: Culture, Society and Socialization

Compelling Questions	Content Statements
<p><i>Is there such a thing as a social structure that constrains individual action?</i></p> <p><i>Which is more important to development, nature or nurture?</i></p> <p><i>What is society's role in making you, you?</i></p>	<ol style="list-style-type: none"> 1. Explain the importance of culture as an organizing tool in society. 2. Understand how social customs, values, norms, mores and ways in which common values and beliefs develop within societies. 3. Identify major theoretical perspectives on socialization and factors that influence the socialization process. 4. Recognize processes of socialization and their influence on the emergence of personal identity and a sense of self. 5. Understand the effect of social, cultural, and economic factors on the formation of individual values, beliefs, and attitudes. 6. Identify ways in which science and technology influence core social values and beliefs and the social changes resulting from scientific research and technological innovations.

Expectations for Learning:

Sociology students will demonstrate an understanding of culture, cultural transmission, and factors influencing the development of personal identity and social values and beliefs.

Recognize and explain patterns of how marginalized and minority groups have contributed to the advancement of culture.

Explain how the advancements of technology has disenfranchised groups of differing socioeconomic statuses.

Dublin City Schools Social Studies Graded Course of Study Sociology

Unit D: Social Groups and Social Interactions	
Compelling Questions	Content Statements
<p><i>What is the role of institutions in society?</i></p> <p><i>How much responsibility do individuals have to make things better for society?</i></p>	<ol style="list-style-type: none"> 1. Identify characteristics, structures, and functions of different types of groups and factors affecting group dynamics. 2. Study race, ethnic, and gender relations and the effects of stereotyping, ethnocentrism, acts of altruism, discrimination, and related behaviors and practices on group interactions. 3. Know the six basic social institutions (i.e., family, economic system, religion, education, political system, and health and medicine) and their roles in meeting individual and social needs, providing continuity, and contributing to social change. 4. Explain the types of formal organizations, factors influencing their evolution, and the characteristics of bureaucratic organizations. 5. Compare interactions between individuals and groups within various types of social institutions and organizations. 6. Discuss how social status, social roles, and their effects on human interactions.
<p>Expectations for Learning: Sociology students will demonstrate an understanding of ways in which social groups and institutions impact individual and social needs and provide a context for social interaction. Identify an appreciation and continuing relevance of gender, race, and ethnic groups.</p>	

Unit E: Social Stratification, Deviance, and Social Control	
Compelling Questions	Content Statements
<p><i>What is the most important factor in determining someone's social mobility?</i></p>	<ol style="list-style-type: none"> 1. Explain the causes, functions, and effects of social stratification. 2. Identify the relationship of social class, gender, race, ethnicity, and age to social inequalities. 3. Discuss male-female differences and issues of gender from a perspective. 4. Compare types and functions of social mobility and factors that encourage or impede individual social movement. 5. Explain theoretical explanations of deviance and crime and the impact of deviance in society. 6. Distinguish sources of social order and agents and methods of social control in different types of societies. 7. Determine how groups and institutions promote social obedience and impose conformity.
<p>Expectations for Learning: Sociology students will demonstrate an understanding of the causes and effects of social inequality, theories of deviance and crime, and the maintenance of social order. Explain how racial stratification may contribute to deviance and/or the perception of deviance.</p>	

Dublin City Schools Social Studies Graded Course of Study

Sociology

Unit F: Demographics, Collective Behavior, and Social Change	
Compelling Questions	Content Statements
<p><i>Is society today better than it was 400 years ago?</i></p>	<ol style="list-style-type: none"> 1. Recognize factors influencing births, deaths, migrations, and other demographic changes, and reasons for population growth and decline. 2. Explain the causes and social and cultural effects of urbanization and industrialization. 3. Analyze impact of globalization on US and other world cultures. 4. Communicate the forms and theories of collective behavior. 5. Identify the causes of social continuity, conflict, and change. 6. Analyze the role of the mass media and its influence on social change. 7. Compare modernization and globalization, and their impact on diverse contemporary societies.
<p>Expectations for Learning: Sociology students will demonstrate an understanding of population demographics and concepts and developments related to the changing nature of society. Discuss how the collective behavior of marginalized groups have advanced ideas of social change.</p>	

Recommended Resources	
<ul style="list-style-type: none"> ● Soc 2013 McGraw Hill ● Sociology in Our Times by Diana Kendall (Fifth Edition) ● Allsides.com ● The Geography of Poverty produced by NBC ● Sociology by The Center for Learning ● “Enlight” Public Research Center NGO ● 30 Days from FX directed by Morgan Spurlock. ● Teaching Tolerance/Social Justice 	<ul style="list-style-type: none"> ● PBS Frontline ● Ted Talks ● https://www.vanderbilt.edu/lgbtqi/resources ● Procon.org ● https://www.census.gov/ ● https://portal.ocis.intocareers.org/ ● Fox,CNN,ABC,CBS,NBC ● Malcomb Gladwell ● Wall St Journal, New York Times, Associated Press

Dublin City Schools Social Studies Graded Course of Study
Sociology