

Family Guides to Support Learning

ABOUT THIS GUIDE

Parents and caregivers want their teens to succeed in school – to be engaged and excited about learning; to build strong relationships with their teachers and peers; and to learn each year the knowledge and skills they need to be successful academically.

But it hasn't always been easy for parents and caregivers to figure out what teens should know and be able to do by the end of each grade – and how to discuss these topics with their children and their teachers.

Moreover, while families are usually able to help if kids get stuck in the early grades, the content gets more challenging as students get older, and students gain more ownership over their learning. Suddenly, parents and caregivers may feel like they don't have much help to offer. But that's not the case. Research confirms that families still have a big role to play in helping students learn. It's just a different role.

In addition to providing encouragement, a study of more than 50,000 students found that relating what middle and high school kids are learning in school to their future life goals is one of the most effective ways families can help. What doesn't work? Trying to be directly involved with schoolwork. It can feel to high school students like you're interfering or even confusing them. And this IS the time to encourage students to take more responsibility and be more independent; helping them take charge of their learning is important.

This Guide was developed so students and their families understand the most important social studies content and skills that students should learn in high school.

¹Harvard Graduate School of Education (2009). Hill: Parents need to link schoolwork to future goals.

<http://www.gse.harvard.edu/news/09/05/hill-parents-need-link-schoolwork-future-goals>.



HIGH SCHOOL Social Studies



Santa Barbara Unified
Every child, every chance, every day.

THIS GUIDE INCLUDES

- **What high schoolers are Learning** – What experts say is the most important content (knowledge and skills) for students to learn in social studies during high school – and a few internet resources to help learn it.
- **Talking about Social Studies with your high schooler** – Ideas for families and their teens to talk about school.
- **Tips for talking with teachers** – How high schoolers, parents, and teachers can work together to ensure success.
- **Tools and resources** - websites for further learning

**STUDENT
ACHIEVEMENT
PARTNERS**



There are two Social Studies course pathways most commonly taught in U.S. high schools, both of which offer the same courses. In high school, students and their families may choose between college prep courses and Advanced Placement courses/International Baccalaureate courses (I.B. is only offered at Dos Pueblos). The content and skills taught in both pathways are similar, with the AP and IB courses moving more quickly and preparing students for end-of-year national exams. Since these are the two most common approaches in U.S. high schools, we provide information on both below, by course title.

It is worth noting that there is no required social studies course in 9th grade. In addition to checking your state's and district's high school course graduation requirements, it's also important that students think about their post-high school plans to determine which social studies pathway is best for them and which additional (elective) social studies courses match their future goals.

WORLD HISTORY: WHAT 10TH GRADERS ARE LEARNING

Students taking World History will spend the most time working on the following topics and literacy skills. By the end of the year, they should have mastered the skills well enough to provide a foundation for success in additional coursework and as preparation for both college and career. Students begin with a review of historical events from the classical era up through the Renaissance and continue with studies of the modern world with an emphasis on major political, economic, geographic, and cultural considerations, which have shaped today's world and its people. Students will study the Industrial Revolution, imperialism, World War I, the rise of communism and fascism, World War II, post-war nationalist movements, and unresolved problems of the modern world.

- Students analyze primary and secondary sources to learn the history of peoples from around the world to understand the authors' points of view. They will compare and contrast treatment of the same topic in several sources.
- Students complete writing assignments, for multiple audiences, including multi-paragraph essays, arguments focused on discipline-specific content, informational / explanatory texts, including the narration of historical events, personal reflections, summaries, and short research projects to answer a question, using several sources to generate more specific questions that allow for multiple avenues of exploration.
- Students gather relevant information from multiple authoritative sources, using advanced searches effectively, assess the credibility and accuracy of sources, integrating information into the text selectively to maintain the flow of ideas while avoiding plagiarism and following a standard format for citation.
- Students engage in a range of collaborative discussions with diverse partners, building on each others' ideas and expressing their own clearly.
- Technology is integrated into the curriculum with online, interactive assignments and assessments, multimedia presentations, and online research including analyzing the main ideas and supporting details presented in diverse media and formats and explaining how the ideas clarify a topic, text, or issue.



TALKING ABOUT WORLD HISTORY WITH YOUR HIGH SCHOOLER:

High school is an opportunity for students to take more ownership of their learning. The content students learn will become increasingly sophisticated. Acknowledging your teen's interests throughout this time can help to engage them in the study of mathematics.

Below are a few tips on how parents can encourage teens to engage with high school social

- Talk about the world history your student is learning. What makes them feel successful? What new concepts are they learning? Where do they feel they need an additional social studies challenge or support?
- Find resources together that they feel are relevant and helpful to their course of study. Suggest that they talk to their teachers about the resources, extensions and practice activities they find.
- Ask students to name topics of study that are directly relevant to their world. For example, in World History, students can connect what they are learning to current events around the world.

TIPS FOR TALKING WITH TEACHERS

- What are the expectations for success in world history? How do these criteria balance between effort and achievement?
- What do you see as areas of strength for me as a historian?
- Are there specific resources that I should be aware of to support my learning this year?
- What new content will be learned throughout the year? Which are the most important topics?
- Does my 10th grader do better on assignments involving reading, writing, or speaking?
- Are there topics that students are currently studying or will be learning about that connect to history they've already studied?

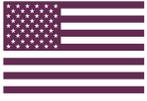
TOOLS AND RESOURCES FOR WORLD HISTORY



- California 10th grade world history framework <https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter15.pdf>
- World History geography games (site has ads) <https://www.sporcle.com/search/quizzes/?s=world+maps>
- History Channel has many videos that go well with our curriculum <https://www.history.com/>



U.S. HISTORY: WHAT 11TH GRADERS ARE LEARNING



Students begin with a review of U.S. History from colonial times through the end of the 19th century and continue with in-depth study of 20th century topics and the U.S. in recent times. Students will study the Progressive Era, World War I, the Jazz Age, the Great Depression, World War II, the Cold War, Hemispheric Relationships in the Postwar Era, the Civil Rights Movement, American Society in the Postwar Era, and the U.S. in recent times.

- Students analyze and evaluate multiple primary and secondary sources in diverse formats and media to solve a problem or answer a question. They will compare and contrast treatment of the same topic in several sources.
- Students complete writing assignments, for multiple audiences, including multi-paragraph essays, arguments focused on discipline-specific content, informational / explanatory texts, including the narration of historical events, personal reflections, summaries, and short research projects to answer a question, using several sources (including maps or data) to generate more specific questions that allow for multiple avenues of exploration.
- Students gather relevant information from multiple authoritative sources, using advanced searches effectively, assess the credibility and accuracy of sources, integrating information into the text selectively to maintain the flow of ideas while avoiding plagiarism and following a standard format for citation. They will present claims and findings, emphasizing salient points in a focused, coherent manner, with descriptions, facts, details, and examples; use appropriate eye contact, volume, and clear pronunciation.
- Students engage in a range of collaborative discussions with diverse partners, building on each others' ideas and expressing their own clearly.
- Technology is integrated into the curriculum with online, interactive assignments and assessments, multimedia



TALKING ABOUT US HISTORY WITH YOUR HIGH SCHOOLER:

- Talk about the US history your student is learning. What makes them feel successful? What new concepts are they learning? Where do they feel they need an additional social studies challenge or support?
- Find resources together that they feel are relevant and helpful to their course of study. Suggest that they talk to their teachers about the resources, extensions and practice activities they find.
- Ask students to name topics of study that are directly relevant to their world. For example, in US History, students can connect what they are learning to current events in our state and our nation.



TIPS FOR TALKING WITH TEACHERS

- What are the expectations for success in US history? How do these criteria balance between effort and achievement?
- What do you see as areas of strength for me as a historian?
- Are there specific resources that I should be aware of to support my learning this year?
- What new content will be learned throughout the year? Which are the most important topics?
- Does my 11th grader do better on assignments involving reading, writing, or speaking?
- Are there topics that students are currently studying or will be learning about that connect to history they've already studied?

TOOLS AND RESOURCES FOR US HISTORY



- California 11th grade world history framework <https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter16.pdf>
- US History geography games (site has ads) <https://www.sporcle.com/search/quizzes/?s=UNITED+STATES+MAPS>
- History Channel has many videos that go well with our curriculum <https://www.history.com/>



ECONOMICS: WHAT 12TH GRADERS ARE LEARNING



In this California History-Social Science Framework-aligned course, students will identify, analyze, and understand the major ideas and problems involved in the study and practice of economics.

- An analytical and problem-solving approach is used, with mathematics largely confined to geometric models, bar graphs, and schedule analysis.
- Relevant historical and current events are used as case studies to illustrate real world application of economic theories.
- Students will study the distinction between the theories economists have developed and application of those theories to solving real economic problems.
- Students integrate information from diverse sources into a coherent understanding of economic issues, noting discrepancies among sources.
- Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students gather relevant information from multiple authoritative sources, using advanced searches effectively, assess the credibility and accuracy of sources.
- Students engage in a range of collaborative discussions with diverse partners, building on each others' ideas and expressing their own clearly.
- Technology is integrated into the curriculum with online, interactive assignments and assessments, multimedia presentations, and online research including analyzing the main ideas and supporting details presented in diverse media and formats and explaining how the ideas clarify a topic, text, or issue.



TALKING ABOUT ECONOMICS WITH YOUR HIGH SCHOOLER:

- Talk about the economic concepts that your student is learning. What makes them feel successful? What new concepts are they learning? Where do they feel they need an additional economics challenge or support?
- Find resources together that they feel are relevant and helpful to their course of study. Suggest that they talk to their teachers about the resources, extensions and practice activities they find.
- Ask students to name topics of study that are directly relevant to their world. For example, in Economics, students can connect what they are learning to current economic issues in our state, our nation, and in their own lives.



TIPS FOR TALKING WITH TEACHERS

- How can I apply what I already know to the content in this course?
- What are the expectations for success in Economics? How do these criteria balance between effort and achievement?
- What do you see as areas of strength for me as a historian, economist, or political scientist?
- Are there specific resources that I should be aware of to support my learning this year?
- What new content will be learned throughout the year? Which are the most important topics?
- Does my high schooler do better on assignments involving reading, writing, or speaking?
- Are there topics that students are currently studying or will be learning about that connect to social studies they've already studied?
- Are there concepts that my teen may not fully understand that they should go back and review in order to be successful in later units of study?

TOOLS AND RESOURCES FOR ECONOMICS



- California 12th grade Economics framework <https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter18.pdf>
- Stock market simulator <https://www.investopedia.com/simulator/>
- 30 Steps to Financial Wellness <https://www.moneymanagement.org/credit-counseling/resources/financial-literacy-month>



12TH GRADE GOVERNMENT: WHAT HIGH SCHOOLERS ARE LEARNING



Students will study the structure and function of all levels of our government - federal, state, and local. Students will learn how they can affect the government and how it affects them. Students will learn about their civic role and responsibilities in the structure of local, state, and national governments.

- Students analyze and evaluate multiple primary and secondary sources in diverse formats and media to solve a problem or answer a question. They will compare and contrast treatment of the same topic in several sources.
- Students complete writing assignments, for multiple audiences, including multi-paragraph essays, arguments focused on discipline-specific content, informational / explanatory texts, including the narration of historical events, personal reflections, summaries, and short research projects to answer a question, using several sources (including maps or data) to generate more specific questions that allow for multiple avenues of exploration.
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TALKING ABOUT GOVERNMENT WITH YOUR HIGH SCHOOLER:

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Below are a few tips on how parents can encourage teens to engage with high school social studies:

- Talk about the government topics your student is learning. What makes them feel successful? What new concepts are they learning? Where do they feel they need an additional social studies challenge or support?
- Find resources together that they feel are relevant and helpful to their course of study. Suggest that they talk to their teachers about the resources, extensions and practice activities they find.
- Ask students to name topics of study that are directly relevant to their world. For example,
- In Government, students can connect the ideas from class to our everyday politics, voting, or laws and ordinances.



TIPS FOR TALKING WITH TEACHERS

All students, particularly high schoolers who are engaged in more complex and sophisticated areas of study, should feel empowered to engage in conversation with their teachers about their progress and the content they are learning. Throughout the school year, students can use the following questions to ask teachers about their performance and self-assess:

- How can I apply what I already know to the content in this course?
- What are the expectations for success in this class? How do these criteria balance between effort and achievement?
- What do you see as areas of strength for me as a historian, economist, or political scientist?
- Are there specific resources that I should be aware of to support my learning this year?
- What new content will be learned throughout the year? Which are the most important topics?
- Does my high schooler do better on assignments involving reading, writing, or speaking?
- Are there topics that students are currently studying or will be learning about that connect to social studies they've already studied?
- Are there concepts that my teen may not fully understand that they should go back and review in order to be successful in later units of study?



TOOLS AND RESOURCES FOR GOVERNMENT



- California 12th grade Government framework <https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter17.pdf>
- Ballotopia (election information) https://ballotpedia.org/Main_Page
- CA Secretary of State <https://www.sos.ca.gov/>