

Social Studies/History Guiding Document

PK-12 Long-term Transfer Goal(s):

Students will be able to independently use their learning to:

- Evaluate how creation and participation in an economy impacts groups of people and their world.
- Analyze how geography impacts people and people impact geography.
- Apply geographic reasoning of earth's physical and human features to better understand problems, predict outcomes, and/or develop solutions.
- Evaluate diverse sources and points of view to determine what *really* happened.
- Trace key events, statistics, and development of ideas/innovations over time to determine patterns.
- Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue.
- Understand roles in communities and how to propose and/or create change in communities based on important issues.
- Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.
- Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.
- Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.

Social Studies Content Standards

ECONOMICS Anchor Standards	Understandings:	Essential Questions:
<p>D2.Eco.1-2 Economic Decision Making</p> <p>D2.Eco.3-9 Exchange and Markets</p> <p>D2.Eco.10-13 The National Economy</p> <p>D2.Eco.14-15 The Global Economy Set 1</p>	<ul style="list-style-type: none"> ● Economic decisions about use of resources (human capital, physical capital, and natural resources) affect the wellbeing of individuals, businesses, and societies. ● The affordability of a good depends upon cash available and scarcity of resources. ● Every economic system negatively impacts some and rewards others. ● The desire for goods creates interdependence as well as conflict. ● Economics shape the ideas, choices, and actions of individuals and groups. ● Consumers and producers have a symbiotic relationship on local, national, and global levels. ● Movement of population can depend on the economic opportunities/ limitations of a region. ● The goals of government, business interests, consumers, and activists interact when creating economic policies. 	<ul style="list-style-type: none"> ● How do people/nations use resources to achieve their goals? ● How does what’s happening in the world impact spending choices? ● How does this nation/community use its wealth? ● How much does “this” cost? Can I/we afford it? ● How does the exchange of goods lead to interdependence, growth, and conflict? ● How does the distribution of wealth create inequities in society? How can the distribution of wealth improve standards of living? ● How does a change (e.g., economic, political, natural disaster) influence current and future conditions and standards of living? ● How close are business interests and government interests here? How does that shape domestic and foreign policy? ● To what extent should the government influence the economy, and to what extent should natural laws (supply and demand) dictate economic policies? ● Why are some economic policies beneficial to certain parties and consequential to others? ● How do you define a need versus a want?

Social Studies Content Standards

GEOGRAPHY Anchor Standards	Understandings:	Essential Questions:
<p>D2.Geo.1-3 Geographic Representations: Spatial Views of the World</p> <p>D2.Geo.4-6 Human-Environment Interactions: Place, Regions, and Culture</p> <p>D2.Geo.7-9 Human Population Spatial Patterns and Movements</p> <p>D2. 10-12 Global Interconnections: Changing Spatial Patterns</p>	<ul style="list-style-type: none"> ● Geographic representations (maps, graphs, globes, etc.) can be interpreted in different ways and used to make decisions. ● Geographic representations are created for different purposes and can be biased. ● Human settlements and physical systems are in constant interaction. ● Humans impact and are influenced by their environment. ● The expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. ● Geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations. 	<ul style="list-style-type: none"> ● How do we use and create tools (maps, graphs, globes. etc.) to learn about our world? ● What does this tool illustrate? How can geographic representations be interpreted from a diversity of perspectives? ● What are the limitations of geographic representations? ● How can geographic reasoning be applied to infer useful information and make decisions? ● How do people work together to solve geographic and environmental issues? ● How does where people live shape how they live? ● Why do people move? ● How do I/we/ cultures and communities use-land and resources? ● How can the people in/resources of this place be a source of conflict? ● What makes each region unique?

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History Anchor Standards:	Understandings:	Essential Questions:
<p>D.2.His.1-3 Change, Continuity, and Context</p> <p>D2.His.4-8 Perspectives</p> <p>D2.His.9-13 Historical Sources and Evidence</p> <p>D2.His.14-17 Causation and Argumentation</p>	<ul style="list-style-type: none"> ● Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts. ● Students are historians, investigating and interpreting the past from a variety of perspectives. ● Historians recognize that perspectives can change over time. ● Historians develop a sense of empathy for people. ● Historians inquire by seeking out a range of sources, selecting relevant and credible materials for analysis while considering the historical context. ● Historians use evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex. ● The outcome of any historical event may not be intended or predicted. ● Historical arguments must be based on evidence. ● Understanding our personal history helps us to better understand ourselves and our broader connection to the past. 	<ul style="list-style-type: none"> ● How did this event occur? Why did this event occur? ● How do people and/or groups impact history? ● How do people and events of the past influence our understanding of ourselves and our world today? ● How do historians use historical context to impact understanding of events? ● When interpreting the past, why are alternative perspectives important? ● Why is being mindful of others important? ● How do current perspectives influence our interpretations of the past? ● Why is it important to know what really happened? What might happen? ● Why should historians consider a range of sources? ● Why do historians consider multiple and complex causes and effects of events? ● How do historians recognize past problems and apply their understandings to present issues? ● What constitutes valid evidence? ● What is your history? How does your personal history help you to better understand the past?

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CIVICS Anchor Standards:	Understandings:	Essential Questions:
<p>D2.Civ.1-6 Civic and Political Institutions</p> <p>D2.Civ.7-10 Participation and Deliberation</p> <p>D2.Civ.11-14 Processes, Rules, and Laws</p>	<ul style="list-style-type: none"> ● Humans beings have basic needs and rights. ● Depending on historical context and cultural beliefs, human rights have been limited and/or denied. ● Various levels and branches of government have unique responsibilities and powers that interact with other levels and branches to make government work. ● The health of a democracy relies on people’s active and appropriate participation. ● Individuals and groups create change based on action and the spread of ideas. ● Rules, laws, and processes help people make decisions on issues to balance individual freedoms and common good. ● Rules, laws, and processes are created by people and can be changed by people. 	<ul style="list-style-type: none"> ● What is the reason behind the rule/law? Is it fair? ● What is the purpose of government? How do we balance personal freedoms and the common good? ● What are the basic human rights of all people? ● How are human rights understood, interpreted, and applied throughout place and time? ● What does it mean to be a citizen? ● As a citizen, what are my rights and responsibilities? ● What does it really mean to have equal rights? ● Why is it important for me to be an active participant in my community? ● How can an idea become a movement? How does a movement shape law/policy? ● How does power impact the function of government? ● What are the challenges and potential impacts of taking action?

Social Studies Inquiry Arch and Common Core Integration

INQUIRY Anchor Standards	Understandings:	Essential Questions:
<p>DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES</p> <p>Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence</p> <ul style="list-style-type: none"> ● CCSS.ELA-Literacy.CCRA.R.1 ● CCSS.ELA-Literacy.CCRA.W.7 ● CCSS.ELA-Literacy.CCRA.SL.1 	<ul style="list-style-type: none"> ● Historians and social scientists work to explain what happened and its significance through a continuous process of questioning, research, analysis, and interpretation. 	<ul style="list-style-type: none"> ● How do I investigate/figure out what happened or what might happen and its significance? ● How do I ask and answer questions based on sources presented from alternate perspectives? ● How does my question help me better understand and explain interpretations and the importance of the information? ● How does my question change over time?
<p>DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE</p> <p>Evaluate diverse sources and alternate perspectives to determine and support what <i>really</i> happened (or what might happen)</p> <ul style="list-style-type: none"> ● CCSS.ELA-Literacy.CCRA.1-10 ● CCSS.ELA-Literacy.CCRA.W.1 ● CCSS.ELA-Literacy.CCRA.W.2 ● CCSS.ELA-Literacy.CCRA.W.7-10 ● CCSS.ELA-Literacy.CCRA.SL.1 	<ul style="list-style-type: none"> ● Historians and social scientists work to explain what happened and its significance through a continuous process of questioning, research, analysis, and interpretation. ● Historians identify an author’s purpose, main idea and point of view to determine which sources and evidence are relevant, credible, and useful to their task. ● Every source of information is limited by the author’s frame of reference, time, and place. ● The validity and strength of a claim, counterclaim, and an argument are based on the effective use of evidence from multiple sources and alternate perspectives. 	<ul style="list-style-type: none"> ● How do I investigate/figure out what happened or what might happen and its significance? ● How do I figure out if a source is relevant, credible, and useful evidence? ● How does a source better help me understand the author’s/my claim, counterclaim, and argument? ● Whose story is this? Who is being left out? How do I seek out the whole story? ● Why do I need to develop claims and use evidence from multiple sources?
<p>DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION</p> <p>Develop, communicate, and critique an informed argument/explanation using illustrative details and</p>	<ul style="list-style-type: none"> ● The validity and strength of a claim, counterclaim, and an argument are based on the effective use of evidence from multiple sources and alternate perspectives. ● Persuasive appeals are deliberate attempts from the communicator to elicit a desired response. 	<ul style="list-style-type: none"> ● Why do I need to develop claims and use evidence from multiple sources? ● How do I develop an argument to convince others to see my point of view/course of action/conclusion? ● How do I summarize for my target audience what I

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INQUIRY Anchor Standards	Understandings:	Essential Questions:
<p>examples based on audience and purpose</p> <ul style="list-style-type: none"> ● CCSS.ELA-Literacy.CCRA.R.1 ● CCSS.ELA-Literacy.CCRA.W.1-8 ● CCSS.ELA-Literacy.CCRA.SL.1-6 	<ul style="list-style-type: none"> ● Successful communication is measured by the degree to which it is both appropriately developed for and understood by a particular audience. ● Critiquing arguments and explanations helps students strengthen both the understanding and credibility of their conclusions. ● Taking action must be a purposeful, informed, and reflective experience. 	<p>have found?</p> <ul style="list-style-type: none"> ● Why is it important for me to critique and reflect upon my conclusions? ● To what extent is the quality of my product/presentation influenced by my ethical use of researched images/information/ideas? ● How do citizens appropriately, responsibly, and effectively take action?