

PK-12 Stage One: Social Studies/History Guiding Document

21st century capacities are in red. They are the range of possibilities for what the transfer goal states.

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 (Analyzing, Engaging in Global Issues)

Analyze how geography impacts people and people impact geography (Analyzing, Engaging in Global Issues)

Apply geographic reasoning of earth's physical and human features to better understand problems, predict outcomes, and/or develop solutions (Problem Identification, Synthesizing, Imagining, Design, Decision Making, Alternative Perspectives)

Evaluate diverse sources and points of view to determine what *really* happened (Synthesizing, Alternate Perspectives)

Trace key events, statistics, and development of ideas/innovations over time to determine patterns (Problem Identification, Analyzing, Synthesizing)

Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue (Analyzing, Synthesizing, Engaging in Global Issues, Citizenship)

Understand roles in communities and how to propose and/or create change in communities based on important issues (Problem Identification, Innovation, Imagining, Perseverance, Decision Making, Engaging in Global Issues, Citizenship)

Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective (Collective Intelligence, Perseverance, Alternate Perspectives)

Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence (Problem Identification, Analyzing, Synthesizing, Design, Decision Making)

Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose (Product Creation, Presentation, Alternate Perspectives)

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?

Social Studies Content Standards

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?

Social Studies Content Standards

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?

Social Studies Inquiry Arch and Common Core Integration

INQUIRY Anchor Standards	Understandings	Essential Questions
<p>DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION</p> <p>Develop, communicate, and critique an informed argument/explanation using illustrative details and 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"> ● 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. ● 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. 	<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 have found? ● 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?