

Social Studies Curriculum – 2018

National Council for the Social Studies – College, Career, and Civic Life Framework

College, Career, and Civic Life Framework

- NCSS has established the C3 framework to enhance the rigor of K-12 Civics, Economics, Geography, and History.
- NCSS states, “The C3 Framework, like the Common Core State Standards, emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. It intentionally envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners”
- The organization of the frame work includes 4 dimensions
 - Developing questions and planning inquires
 - Applying disciplinary tools and concepts
 - Evaluating sources and using evidence
 - Communicating conclusions and taking informed action.
- NCSS notes, “Reading, writing, speaking and listening and language skills are critically important for building disciplinary literacy and the skills needed for college, career, and civic life. Each of the Four Dimensions are strategically aligned to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.
- NCSS believes “ students should be aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good”

NCSS Framework of Skills

These are some skills NCSS has identified as appropriate to know by end of Grade 8

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| <ul style="list-style-type: none"> • Develop students’ intellectual power to <ul style="list-style-type: none"> ○ Recognize societal problems ○ Ask good questions and develop robust investigations into them ○ Consider possible solutions and consequences ○ Separate evidence-based claims from parochial opinions ○ Communicate and act upon what they learn ○ Commit to repeating this process for as long as necessary • Civics <ul style="list-style-type: none"> ○ Describe the roles of political, civil, and economic organizations in shaping people’s lives. ○ Apply civic virtues and democratic principles in school and community settings. ○ Compare deliberative processes used by a wide variety of groups in various settings. ○ Compare historical and contemporary means of changing societies, and promoting the common good. • Economics <ul style="list-style-type: none"> ○ Explain how economic decisions affect the well being of individuals, businesses, and society. ○ Analyze the role of innovation and entrepreneurship in a market economy. ○ Explain why standards of living increase as productivity improves. | <ul style="list-style-type: none"> • Geography <ul style="list-style-type: none"> ○ Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. ○ Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. ○ Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. ○ Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. • History <ul style="list-style-type: none"> ○ Analyze connections among events and developments in broader historical contexts. ○ Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. ○ Analyze multiple factors that influenced the perspectives of people during different historical eras. ○ Explain how and why perspectives of people have changed over time. ○ Analyze how people’s perspectives influenced what information is available in historical sources created. | |
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Summerbridge Curriculum Guide and Goals	Strategies	Terms/Concepts	
	Select at least 5 of the following to work on with students this summer	Select at least 5 of the following terms/concepts to explore with the students.	
<p>Instructions:</p> <ul style="list-style-type: none"> The Strategies and Terms/Concepts columns on this page contain a list of items that we expect you to include in your unit and lesson plans this summer. You will not be able to include all of them – instead we ask that you select at least 5 items in each area that you will focus on this summer. Before selecting these items, determine what area of social studies you will tackle – Civics, Economics, Geography, or History. From there, you can also determine what elements of that area of study you will tackle. When selecting strategies and terms/concepts, please select items that make sense given your area and topic. Also, please note that these items cannot be taught in a single lesson or activity. You will likely want to spend time on these items and reinforce them over time in different ways. <p>Goals:</p> <ul style="list-style-type: none"> To help students feel more connected to the world around them. To help students feel more capable of making important decisions, especially those that affect others. To encourage students to think about cause and effect in terms of past, present, and future. To help students become more capable of navigating political and cultural media and documents. 	<ul style="list-style-type: none"> Differentiating between fact/truth and opinion. Distinguishing between reliable and unreliable sources. Determining which kinds of sources are useful in answering specific questions. Gathering and organizing information effectively. Developing a sustained and coherent argument that takes all sides of an issue into account. Communicating effectively and coherently both orally and in written form. Identifying and analyzing public problems. Deliberating with others people about how to define and address issues. Reflecting on and analyzing historical and current events. Analyzing connections among events. Analyzing the cause and effect of events, actions, and decisions in the past and present. Analyzing personal identity and understanding how one fits into the larger societal whole. Analyze factors that influence people in certain times and spaces and over time. Define and evaluate the common good and one’s personal responsibility to the self, family, friends, strangers, and society. Actively listen to the stories of others. 	<ul style="list-style-type: none"> Argument Authority Change Continuity Choice Chronology Civic virtues Claims & counterclaims Climate Change Collective Action Competition Context Credibility Culture Deliberation Demand Democratic principles Economy Effects Entrepreneurship Event Evidence Exchange Freedom Geography Globalization Historical context Human capital Human rights Identity Incentive Influence 	<ul style="list-style-type: none"> Institution Intended audience Investment Knowledge Laws Map Natural resources Personal values Perspective(s) Place of origin Political institution Political system Population Power Process Purpose Resources Responsibilities Rights Rural Scarcity Services Specialization Suburban Supply Support Time periods Trade Triggering event Unintended consequences Urban Values Wages