

Social Studies							
Links to Gradations of Learning & KUD's							
Students working in the Social Studies GP are developing the following disciplinary reasoning skills.							
History Disciplinary Reasoning ● Determining the significance of historical events ● Evaluating and contextualizing primary source evidence ● Determining the ways, and people, as individuals and in groups, play a part in promoting, shaping, and resisting change. ● Evaluating how, over time, the quality of people’s lives can both improve and decline. ● Assessing how the actions of people in the past have an impact on us today and our actions will have consequences for future generations. ● Asking questions to understand the social, cultural, economic, intellectual, and emotional settings that shaped people’s lives and actions in the past. ● Using history, learn something from the past and face the ethical issues of today.				Geography Disciplinary Reasoning ● Spatial Significance - considering the importance of a place or region. ● Patterns and Trends - recognizing characteristics that are similar and that repeat themselves in a natural or human environment ● Interrelationships - making connections within and between the natural and human environments ● Geographic Perspective - analyzing environmental, economic, political, and/or social implications of the issues, events, developments, and/or phenomena.			
				Civics Disciplinary Reasoning ● Civic concepts are key, including familiarity with diverse forces that shape political systems & the ability to take collective action. ● Civic Values are the shared beliefs that members of a community use to guide their behaviors.			
				Economics Disciplinary Reasoning ● People choose, and individual choices are the source of social outcomes. ● Choices impose costs; people incur costs and receive benefits when they make decisions. ● People respond to incentives in predictable ways. ● Institutions are the “rules of the game” that influence choices. ● Understanding based on knowledge and evidence imparts value to opinions.			
Exceeding							
Continuity & Change		Historical Perspective		Source & Evidence		Causation & Argument	
11	D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time	D2.His.7.9-12. Explain how the <u>perspectives of people in the present</u> shape interpretations of the past.	D2.His.6.9-12. Analyze the ways in which the perspectives <u>of those writing history shaped the history that they produced.</u>	D2.His.13.9-12. <u>Critique the appropriateness</u> of the historical sources used in <u>a secondary interpretation.</u>	D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and <u>differing secondary interpretations.</u>	D2.His.14.9-12. <u>Analyze multiple and complex causes</u> and effects of events in the past.	D2.His.17.9-12. <u>Critique</u> the central arguments in secondary works of history on related topics in <u>multiple</u>

	and place as well as broader historical contexts. D2.His.3.9-12. Use questions generated about individuals and groups to assess <u>how the significance of their actions changes over time and is shaped by the historical context.</u>	D2.His.8.9-12. <u>Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</u>		D2.His.9.9-12. <u>Analyze the relationship between historical sources and the secondary interpretations made from them.</u>			<u>media</u> in terms of their <u>historical accuracy</u>
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Exceeding			
	Ideals of Citizenship	Structures & Institutions	Participation
HS	CVR.IC.11.1 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.	CVR.SI.11.1 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.	CVR.P.11.1 - Evaluate public policies in terms of intended and unintended outcomes, and related consequences. CVR.P.11.2 - Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

College and Career Ready							
Continuity & Change		Historical Perspective		Source & Evidence		Causation & Argument	
G	D2.His.2.9-12. <u>Analyze</u> change and continuity in historical eras.	D2.His.4.9-12. Analyze <u>complex and interacting factors</u> that influenced the perspectives of people during different historical eras.	D2.His.5.9-12. Analyze how <u>historical contexts shaped and continue to shape</u> people's perspectives.	D2.His.11.9-12. <u>Critique the usefulness</u> of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.	D2.His.12.9-12. <u>Use</u> questions generated about multiple historical sources <u>to pursue further inquiry and investigate additional sources.</u>	D2.His.15.9-12. <u>Distinguish between long-term causes and triggering events</u> in developing a historical argument.	D2.His.16.9-12. <u>Integrate evidence from multiple relevant</u> historical sources and interpretations into a <u>reasoned</u> argument about the past.

Economic Decision Making	Exchange and Markets	The National Economy	The Global Economy
D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.	D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.	D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.
D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.	D2.Eco.5.9-12. Describe the consequences of competition in specific markets.		D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.
	D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.		
	D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.		

College and Career Ready			
	Ideals of Citizenship	Structures & Institutions	Participation
HS	CVR.IC.9-10.1 - Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. CVR.IC.9-10.2 - Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.	CVR.SI.9-10.1 - Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. CVR.SI.9-10.2 - Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.	CVR.P.9-10.1 - Apply civic virtues and democratic principles when working with others. CVR.P.9-10.2 - Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

Middle School				
	History	Civics	Economics	Geography
7/8	SS.HI.3 Use questions generated about individuals and groups to <u>analyze why they, and the developments they shaped, are seen as historically significant.</u> SS.HI.4 Analyze how people's perspectives influenced <u>what information is available in the historical sources they created.</u>	Evaluate, take, and defend positions on the value and challenges of diversity in American life. Explain the importance of shared political values and principles to American society.	SS.E.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	SS.G.2 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
6	SS.HI.1 <u>Classify</u> series of historical events and developments as <u>examples of change and/or continuity.</u> SS.HI.2 Explain how and why perspectives of people have <u>changed over time.</u> D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	SS.C.1 Explain the meaning of American citizenship. SS.C.2 Explain how one becomes a citizen of the United States. SS.C.3 Evaluate, take, and defend positions on the importance of certain dispositions or traits of character to themselves and American constitutional democracy. SS.C.4 D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	SS.E.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.	SS.G.1 Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

		SS.C.5 D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other Countries. CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).		
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Developing						
	History	Civics	Social Justice	IRIS	Economics	Geography
5	D2.His.1.3-5. Create and use a chronological sequence of related events to <u>compare developments that happened at the same time.</u>	D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group. D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	Identify 1: I know and like who I am and can talk about my family and myself and describe our various group identities. Justice Anchor Standard 12 Students will recognize unfairness on the individual and injustice at the institutional or systemic level. Justice Anchor Standard 13 Students will analyze the harmful impact of bias and injustice on the world, historically and today.	IDENTITY DEVELOPMENT: Students will develop their identities and make connections to the identities, knowledge, histories, and experiences of Ethnic Studies Groups. Identity Anchor Standard 1 Students will develop positive social identities based on their membership in multiple groups in society. RESISTING RACISM: Students will develop a systems literacy to understand and change the impact of racism and intersectional forms of oppression on racially marginalized communities. Disrupt negative stereotypes and assumptions of Ethnic Studies groups SOCIAL RESPONSIBILITY: Students will participate in uplifting collective liberation, well being, and joy.	D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.	D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
4	D2.His.4.3-5. <u>Explain why</u> individuals and groups <u>during the same historical period</u> differed in their perspectives.	D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group. SOCIAL RESPONSIBILITY: Students will participate in uplifting collective liberation, well being, and joy. D2.Civ.6.K-2. Describe how	Identify 1: I know and like who I am and can talk about my family and myself and describe our various group identities. Justice Anchor Standard 12 Students will recognize unfairness on the individual and injustice at the institutional or systemic level. Justice Anchor Standard 13 Students will analyze the	IDENTITY DEVELOPMENT: Students will develop their identities and make connections to the identities, knowledge, histories, and experiences of Ethnic Studies Groups. Identity Anchor Standard 1 Students will develop positive social identities	D2.Eco.1.3-5. Compare the benefits and costs of individual choices.	D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.

		communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	harmful impact of bias and injustice on the world, historically and today.	based on their membership in multiple groups in society. RESISTING RACISM: Students will develop a systems literacy to understand and change the impact of racism and intersectional forms of oppression on racially marginalized communities. Disrupt negative stereotypes and assumptions of Ethnic Studies groups SOCIAL RESPONSIBILITY: Students will participate in uplifting collective liberation, well being, and joy. D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.		
3	D2.His.2.3-5. Compare life <u>in specific historical time periods to life today</u> <u>D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.</u>	D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	Diversity 7: I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities. Justice Anchor Standard 12 Students will recognize unfairness on the individual and injustice at the institutional or systemic level.	IDENTITY DEVELOPMENT: Students will develop their identities and make connections to the identities, knowledge, histories, and experiences of Ethnic Studies Groups. Identity Anchor Standard 4 Students will be able to express pride, confidence, and healthy self-esteem, without denying the value	D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.	D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.

			Justice Anchor Standard 13 Students will analyze the harmful impact of bias and injustice on the world, historically and today.	and dignity of other people Identity Anchor Standard 4 Students will be able to express pride, confidence, and healthy self-esteem, without denying the value and dignity of other people RESISTING RACISM: Students will develop a systems literacy to understand and change the impact of racism and intersectional forms of oppression on racially marginalized communities. Disrupt negative stereotypes and assumptions of Ethnic Studies groups SOCIAL RESPONSIBILITY: Students will participate in uplifting collective liberation, well being, and joy.		
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Foundational						
	History	Civics	Social Justice	IRIS	Economics	Geography
2	D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present	D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	Identity 5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. Justice Anchor Standard 12 Students will recognize unfairness on the individual and injustice at the institutional or systemic level. Justice Anchor Standard 13 Students will analyze the harmful impact of bias and injustice on the world, historically and today.	IDENTITY DEVELOPMENT: Students will develop their identities and make connections to the identities, knowledge, histories, and experiences of Ethnic Studies Groups. Identity Anchor Standard 4 Students will be able to express pride, confidence, and healthy self-esteem, without denying the value and dignity of other people RESISTING RACISM: Students will develop a systems literacy to understand and change the impact of racism and intersectional forms of oppression on racially marginalized communities. Disrupt negative stereotypes and assumptions of Ethnic Studies groups SOCIAL RESPONSIBILITY: Students will participate in uplifting collective liberation, well being, and joy.		D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
1	D2.His.1.K-2. Create a chronological sequence of multiple events.	D2.Civ.10.K-2. Compare their own point of view with others' perspectives. D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	Identity 5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. Justice Anchor Standard 13 Students will analyze the harmful impact of bias and	IDENTITY DEVELOPMENT: Students will develop their identities and make connections to the identities, knowledge, histories, and experiences of Ethnic Studies Groups. RESISTING RACISM: Students will develop a		D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.

		D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	injustice on the world, historically and today. Justice Anchor Standard 12 Students will recognize unfairness on the individual and injustice at the institutional or systemic level.	systems literacy to understand and change the impact of racism and intersectional forms of oppression on racially marginalized communities. Disrupt negative stereotypes and assumptions of Ethnic Studies groups SOCIAL RESPONSIBILITY: Students will participate in uplifting collective liberation, well being, and joy.		
K	D2.His.2.K-2. Compare life in the past to life today.	D2.Civ.10.K-2. Compare their own point of view with others' perspectives. D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	Identity 5: I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. Justice Anchor Standard 12 Students will recognize unfairness on the individual and injustice at the institutional or systemic level. Justice Anchor Standard 13 Students will analyze the harmful impact of bias and injustice on the world, historically and today.	IDENTITY DEVELOPMENT: Students will develop their identities and make connections to the identities, knowledge, histories, and experiences of Ethnic Studies Groups. RESISTING RACISM: Students will develop a systems literacy to understand and change the impact of racism and intersectional forms of oppression on racially marginalized communities. Disrupt negative stereotypes and assumptions of Ethnic Studies groups SOCIAL RESPONSIBILITY: Students will participate in uplifting collective liberation, well being, and joy.		D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.