

**What is the story a first grader is able to tell by the end of the year?** We have roles and responsibilities as citizens. We can make a difference in the world. There are many individuals who make a difference through their actions and leadership. There are many types of leadership.

**Cross-Cutting Concept/Theme:  
Being a Citizen - Making A Difference Near & Far**

**Essential Questions for the year:**  
 What are common characteristics of leaders?  
 Who are past and present leaders who have brought change to their communities?  
 How can I be a leader for positive change in my community?

**Purpose and Framework for D39 Social Studies Curriculum**

The National Council for Social Studies (NCSS) provides a definition and purpose for a Social Studies curriculum. *Social Studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.*

The development of our curriculum is founded on inquiry that engages students in developing the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. The dimensions of inquiry in Social Studies include:

**Dimension 1. Developing Questions and Planning Investigations** -Students will develop questions as they investigate societal issues, trends, and events.

**Dimension 2. Applying Disciplinary Concepts and Tools** - Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, history, and cultures.

**Dimension 3. Gathering, Evaluating, and Using Evidence** - Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

**Dimension 4. Working Collaboratively and Communicating Conclusions** - Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events.

(Adapted from *Vision for the College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards*, Council of Chief State School Officers, 11/12/2012)

**The Conceptual Lenses of Social Studies**

**CIVICS:** In a constitutional democracy with a strong civil society, civic engagement requires deliberating with others and participating in civic and democratic processes. People demonstrate civic engagement when they address public problems collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.

**ECONOMICS:** Economic decision-making requires a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate labor, capital, and natural resources among alternative uses. This economic reasoning process involves consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides the concepts and tools necessary for an economic way of thinking and helps in understanding the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

**GEOGRAPHY:** Geographic reasoning requires spatial and environmental perspectives, skill in asking and answering questions, and applying geographic representations including maps, imagery, and geospatial technologies. Thinking geographically involves investigating spatial patterns and processes and comprehending that our world is composed of ecosystems at multiple scales interacting in complex webs of inter-relationships within nature and between nature and societies. Geographic reasoning brings societies and nature under the lens of spatial analysis for interpretations and explanations necessary to make decisions and solve problems.

**HISTORY:** Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

**CULTURAL ANTHROPOLOGY:** Thinking like a cultural anthropologist requires examination and analysis of humans, past and present. It includes study of societal practices within and across cultures. The study of anthropology promotes understanding of how people's behaviors change over time as well as the impact of these changes on each of the disciplines within Social Studies.

**Unit 1 Inquiry Question:** What are the traits of a leader?

**Content Vocabulary:** leaders, community, contributor, timeline, past, present & future, map

**Academic Vocabulary:** claim, evidence, fiction, non-fiction, biography, hero, qualities/traits/characteristics, role, responsible/responsibility, goals, inspire, beliefs, a cause, loyal, active, determined, energetic, empathy/empathetic, eager, competent, positive, civility/respect, Characteristics of Successful Learners, persistent, resilient, think flexibly, resourceful, insight, initiative, influence, impact, integrity, courage/courageous, competent

Guiding Questions	Big Ideas & Formative Understandings
<p>What are the traits of leaders?</p> <p>How can these traits be identified?</p> <p>How can we use historical stories and accounts of leaders to identify evidence of leadership traits?</p>	<p><b>Leaders have traits that define them (make distinction between leaders and contributors)</b></p> <ul style="list-style-type: none"> <li>● Identify traits of leaders</li> <li>● Provide evidence of traits as exemplified by leaders</li> <li>● Generate criteria for leader characteristics, such as:                             <ul style="list-style-type: none"> <li>○ Inspire others (Helps people to understand a cause and what they can do to help)</li> <li>○ Stand up for beliefs (committed to a cause)</li> <li>○ Loyal (to a cause and/or to constituents)</li> <li>○ Active (Doesn't wait for others to initiate actions)</li> <li>○ Able to build a strong team</li> <li>○ Empathetic and honest</li> <li>○ Promote mutual respect and civility</li> <li>○ Determined to accomplish goals (A good place to include CSLs: persistent, resilient, able to think flexibly, resourceful)</li> <li>○ Competent (qualified to do the job,, i.e, experience, training, knowledgeable)</li> <li>○ Energetic and eager (a "can-do" attitude)</li> <li>○ Courageous</li> </ul> </li> <li>○ Possesses insight, initiative, influence, impact, integrity</li> </ul> <p><b>Reading for evidence:</b></p> <ul style="list-style-type: none"> <li>● Cite textual evidence to support characteristics of leaders</li> <li>● Cite evidence from video to support characteristics of leaders</li> <li>● Compare paintings of leaders to evidence gathered about those leaders</li> <li>● Identify the leadership traits of a chosen leader through reading and research</li> </ul>

**Unit 2 Inquiry Question:** How can we think historically as we investigate leaders who made a difference?

**Content Vocabulary:** history/historical/past, timeline, leader, current/present, future, map, globe, compass rose, key/legend, research

**Academic Vocabulary:** event, evidence, claim, location, place, order/chronological order/sequence, change, museum, interview

Guiding Questions	Big Ideas & Formative Understandings
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<p>What does it mean to think historically?</p> <p>Why does it make sense to organize events by time and sequence?</p> <p>Who are past and present leaders who have brought change to their communities?</p> <p>How do these people demonstrate the qualities of a leader?</p> <p>Do leaders work alone or do they work with others to get a job done? Can they work both ways to get jobs done?</p> <p>What evidence of the traits of leadership can we find by investigating leaders of the past?</p>	<p><b>Historical thinkers use chronology to organize time and sequence events.</b></p> <ul style="list-style-type: none"> <li>Organize a timeline of events during the life of a leader.</li> </ul> <p><b>As we learn about leaders, we can use multiple accounts and perspectives to understand their time and place.</b></p> <ul style="list-style-type: none"> <li>Identify individuals from different times and places who have been leaders, how each one made a difference, and what leader qualities they each possessed.</li> <li>Locate cities/countries on a map that were the site of each leader's major work</li> <li>Understand that the actions of leaders can cause change that happens over time.</li> <li>Recognize differences between maps and globes</li> <li>Describe what a map contains and how to use a map</li> <li>Use Map Vocabulary: map, globe, location, north, south, east, west, compass rose, key/legend</li> </ul> <p><b>Historical thinkers base claims upon evidence gathered through research.</b></p> <ul style="list-style-type: none"> <li>Create interview questions for adult about leaders from his/her childhood/lifetime (three or more leaders &amp; why the adult sees them as leaders)</li> <li>Apply research skills - use IIM research model or similar process</li> <li>Use multiple sources to learn about the work of leaders to effect change (must use text and primary source material such as photos, video, audio, art)</li> </ul> <hr/> <p><b>As we learn about leaders, we can use multiple accounts and perspectives to understand their time and place.</b></p> <ul style="list-style-type: none"> <li>Identify individuals from different times and places who have been leaders, how each one made a difference, and what leader qualities they each possessed.</li> <li>Locate cities/countries on a map that were the site of each leader's major work</li> <li>Recognize differences between maps and globes</li> <li>Describe what a map contains and how to use a map</li> <li>Use Map Vocabulary: map, globe, location, north, south, east, west, compass rose, key/legend</li> </ul> <p><b>Historical thinkers base claims upon evidence gathered through research.</b></p> <ul style="list-style-type: none"> <li>Apply research skills - use IIM research model</li> <li>Use multiple sources to learn about the work of leaders to effect change (must use text and primary source material such as photos, video, audio, art)</li> </ul> <hr/> <p><b>As we learn about leaders, we can use multiple accounts and perspectives to understand their time and place.</b></p> <p>Evaluate events of a leader's life/actions to include on a timeline (from research)</p>
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**Unit 3 Inquiry Question:** How can I bring about positive change in my community? Service Learning

**Content Vocabulary:** community, leader

**Academic Vocabulary:** change, teamwork, pollution, choice, effects, solution, debris, reduce, reuse, recycle, contribute

<b>Guiding Questions</b>	<b>Big Ideas &amp; Formative Understandings</b>
<p>What are examples of positive changes in a community and how do leaders help facilitate these changes?</p> <p>What opportunities do we have to serve as leaders or exercise our leadership?</p> <p>How can I work with classmates to help bring about positive change?</p> <p>What leadership qualities do I need in order to be a successful "leader for change?"</p>	<ul style="list-style-type: none"> <li>Identify ways in which students can be leaders in our classroom, school and larger community</li> <li>Investigate the impact of humans on the environment</li> <li>Recognize oceans and the movement of their currents on a map</li> <li>Determine the ways debris in the ocean can be carried to different locations</li> <li>Investigate interaction of people and the environment (effects of debris)</li> <li>Investigate product production and distribution</li> <li>Describe the impact/consequences of our choices</li> <li>Determine how teamwork can help in the process of bringing about positive change</li> </ul> <p><b>Evidence leads to action plan</b></p> <ul style="list-style-type: none"> <li>Cite evidence of an issue or problem to be solved or changed</li> <li>Formulate solutions to an identified problem</li> <li>Recognize the power of individuals and groups to effect change</li> <li>Relate Yellow Ducks problem/pollution solutions to identified problem</li> <li>Design an action plan for change</li> </ul>

- Define a service learning project