SOCIAL STUDIES
ACADEMIC ELECTIVES: AFRICAN-AMERICAN STUDIES, GLOBAL ISSUES, LAW, SOCIOLOGY / PSYCHOLOGY
GRADES 11-12

Clear Learning Targets
2018-2019

Curriculum Resources

Aligned with the College, Career, and Civic Life (C3) Framework

Office of Teaching and Learning – Curriculum Division

COLUMBUS CITY SCHOOLS
### Clear Learning Targets
#### Social Studies Academic Electives

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<th>Clear Learning Targets</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary</th>
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<td>1</td>
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<td>Tier 2</td>
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</tbody>
</table>
| Construct compelling questions that focus on enduring issues and concerns. | − Beginning the inquiry process with compelling questions | − compelling questions  
− enduring issues |
|                         | **Extended Understanding** |                     |
|                         | − Developing original compelling questions |                     |

#### Ultimate Learning Target

**Type:** Skill

**Broad Learning Target:**
− The student can construct compelling questions that focus on enduring issues and concerns.

**Underpinning Knowledge Learning Target:**
− The student can explain points of agreement and disagreement experts have about a compelling question.

**Underpinning Reasoning Learning Targets:**
− The student can explain how a question reflects an enduring issue in the field.
− The student can explain how supporting questions contribute to an inquiry.
− The student explain how, through engaging source work, new compelling and supporting questions emerge.

**Underpinning Skills Learning Target:**
− The student can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
Content Elaborations, Instructional Strategies and Resources

− From the *College, Career, and Civic Life Framework*:
  Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.


− C3 Teachers – database of inquiries covering various topics in social studies: [http://www.c3teachers.org/inquiries/](http://www.c3teachers.org/inquiries/)

− Compelling and Supporting Questions C3 Videos: [https://youtu.be/0MNeeJ4bpSM](https://youtu.be/0MNeeJ4bpSM) and [https://youtu.be/3BUdJwYksns](https://youtu.be/3BUdJwYksns)

− Right Question Institute – Using the Question Formulation Technique, students learn to develop and ask their own questions. [http://rightquestion.org/education/](http://rightquestion.org/education/)

− Points of View Reference Center (INFOhio) – An extensive database containing thousands of articles supporting pro and con sides of current issues. Helps students develop arguments to support positions with evidence. [https://www.infohio.org/students//er/grade/g912.](https://www.infohio.org/students//er/grade/g912.)

Performance Assessments

− Research Paper, Historical Investigation Paper, Documentary Video


− History Day - [http://www.ohiohistoryday.org](http://www.ohiohistoryday.org)

## Clear Learning Targets
### Social Studies Academic Electives

<table>
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<th>African-American History</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Apply disciplinary concepts and tools to address compelling questions.</td>
<td>Using disciplinary skills and tools of history</td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td>Application of skills and tools to address compelling questions</td>
<td>disciplinary concepts</td>
</tr>
<tr>
<td></td>
<td>Extended Understanding</td>
<td>compelling questions</td>
</tr>
</tbody>
</table>

- **Tier 3**
  - historical evidence
  - historical sources
  - historical interpretation

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### Ultimate Learning Target

**Type: Reasoning**

**Broad Learning Target:**
- The student can apply disciplinary concepts and tools to address compelling questions.

**Underpinning Knowledge Learning Targets:**
- The student can summarize key developments and turning points in the struggle for racial equality in African-American history.
- The student can explain the contributions of individuals and groups in the struggle for racial equality.

**Underpinning Reasoning Learning Targets:**
- The student can analyze change and continuity in historical eras.
- The student can analyze multiple and complex causes and effects of events in the past.
- The student can distinguish between long-term causes and triggering (short-term) events.
- The student can analyze how historical contexts shaped and continue to shape people’s perspectives.
- The student can explain how the perspectives of people in the present shape interpretations of the past.
- The student can analyze the relationship between historical sources and the secondary interpretations made from them.

**Underpinning Skills Learning Targets:**
- The student can detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- The student can critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
Content Elaborations, Instructional Strategies and Resources

− From the College, Career, and Civic Life Framework:

   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 within geographic units that range from the local to the global. 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.

   Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person’s contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.

− Reading Like a Historian Lessons for African-American History

   • Why did the founding fathers keep slavery in the Constitution? - https://sheg.stanford.edu/slavery-constitution
   • Why do historians refer to the slave trade within the U.S. as the Second Middle Passage? - https://sheg.stanford.edu/second-middle-passage
   • Was Nat Turner a hero or a madman? - https://sheg.stanford.edu/nat-turner
   • Did Lincoln free the slaves or did the slaves free themselves? - https://sheg.stanford.edu/emancipation-proclamation
   • How accurate is the textbook’s description of sharecropping? - https://sheg.stanford.edu/sharecropping
   • Were African Americans free during Reconstruction? - https://sheg.stanford.edu/reconstruction
   • Who was a stronger advocate for African Americans, Washington or DuBois? - https://sheg.stanford.edu/booker-t-washington-dubois
   • Why was Marcus Garvey a controversial figure? - https://sheg.stanford.edu/marcus-garvey
Content Elaborations, Instructional Strategies and Resources (continued)

- The Making of African-American Identity (National Humanities Center) – a comprehensive and rich collection containing hundreds of primary sources and readings designed for classroom use and organized around themes and framing questions.
  Volume 1: http://nationalhumanitiescenter.org/pds/maai/index.htm

- Created Equal Lessons - Four films are the centerpiece of the project Created Equal: America’s Civil Rights Struggle. The films, The Abolitionists, Slavery by Another Name, The Loving Story, and Freedom Riders, connect the stories of the long civil rights movement and address issues of race and rights.
  http://edsitement.neh.gov/lesson-plans/created-equal


- World Book Student – articles provide student-friendly overview readings on a variety of topics in African-American history. Part of the INFOhio digital collections - https://www.infohio.org/students//er/grade/g912

Performance Assessments

- Research Paper, Historical Investigation Paper, Documentary Video - Students can demonstrate the results of original research by writing a traditional research paper, a historical investigation, or creating a documentary video. A historical investigation paper is a written account of between 1,500 and 2,000 words divided into six sections: a plan of the investigation, a summary of evidence, an evaluation of sources, an analysis, a conclusion, and a bibliography or list of sources.

- History Day - National History Day is a year-long program that engages students in authentic learning. Students learn history by doing history. Students conduct historical research that leads to imaginative exhibits, documentaries, original performances, websites and scholarly papers. NHD reinforces classroom teaching by rewarding students of all abilities for their scholarship, individual initiative and cooperative learning. http://www.ohiohistoryday.org and http://nhd.org. Based on the annual theme, students can select a relevant topic in African-American history.

- Project Citizen - http://oclre.org/aws/OCLRE/pt/sp/programs_projectcitizen or Civic Action Project (CAP) - http://www.crfcap.org. Connecting past to present, students can complete a civic action project to address a local, state, or national civil rights/social justice issue.
# Clear Learning Targets

## Social Studies Academic Electives

<table>
<thead>
<tr>
<th>Global Issues</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply disciplinary concepts and tools to address compelling questions.</td>
<td>- Using disciplinary skills and tools of issues-centered history and global studies</td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td>- Application of skills and tools to address compelling questions</td>
<td>- disciplinary concepts</td>
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<tr>
<td></td>
<td>Extended Understanding</td>
<td>- compelling questions</td>
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<td>Tier 3</td>
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<td>- global issues</td>
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<td></td>
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<td>- globalization</td>
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<td></td>
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<td>- global interconnections</td>
</tr>
</tbody>
</table>

### Ultimate Learning Target

**Type:** Reasoning

**Broad Learning Target:**
- The student can apply disciplinary concepts and tools to address compelling questions.

**Underpinning Knowledge Learning Targets:**
- The student can list criteria for what makes an issue global in scope.
- The student can identify global issues.
- The student can explain how individuals and groups work within and outside of the established systems of power, authority and governance to address global issues.

**Underpinning Reasoning Learning Targets:**
- The student can categorize and prioritize issues to highlight interconnections and explore solutions.
- The student can analyze multiple and complex causes and effects of current issues, including the historical roots of contemporary conflicts.
- The student can analyze the issues, historical forces, and values that shape U.S. international relations in the 21st century.
- The student can analyze the economic, social and environmental impact of increasing global interconnections and changing spatial patterns.
- The student can evaluate how political and economic decisions throughout time have influenced economic, cultural and environmental characteristics of various places and regions.
Content Elaborations, Instructional Strategies and Resources

- From the ODE Contemporary World Issues Model Curriculum:
  The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives.

- Globalization 101 – www.globalization101.org - provides information and interdisciplinary learning opportunities to challenge students to think about many of the controversies surrounding globalization and to promote an understanding of the trade-offs and dilemmas facing policy-makers.

- Choices Current Issues (series available as CD Rom or Flash Drive) - http://choices.edu/resources/individual.php?course=4 - In each unit, a central activity challenges students to consider multiple viewpoints on a contested issue. Students examine the historical, cultural, and political background of the issue to prepare a coherent presentation.

- Choices Teaching with the News - http://choices.edu/resources/current.php - provides free online curriculum materials and lessons to connect the content of the classroom to the headlines in the news. Topics cover a range of foreign policy and international issues.

- Points of View Reference Center (INFOhio) – An extensive database containing thousands of articles supporting pro and con sides of current issues. Helps students develop arguments to support positions with evidence. https://www.infohio.org/students/er/grade/g912.


- Speak Truth to Power Human Rights Defenders Curriculum - http://rfkhumanrights.org/what-we-do/speak-truth-power/defenders-curriculum - A human rights education program that strives to create a global citizenry dedicated to the highest standards of justice and equality

- Deliberating in a Democracy Lessons - http://www.did.deliberating.org/lessons/index.html - An international program to teach students how to deliberate controversial public issues

- PBS Frontline - http://www.pbs.org/wgbh/frontline/

- Population Education Lessons - https://www.populationeducation.org/content/find-lesson
Performance Assessments

- Research Paper, Historical Investigation Paper, Documentary Video - Students can demonstrate the results of original research by writing a traditional research paper, a historical investigation, or creating a documentary video. A historical investigation paper is a written account of between 1,500 and 2,000 words divided into six sections: a plan of the investigation, a summary of evidence, an evaluation of sources, an analysis, a conclusion, and a bibliography or list of sources.

- History Day - National History Day is a year-long program that engages students in authentic learning. Students learn history by doing history. Students conduct historical research that leads to imaginative exhibits, documentaries, original performances, websites and scholarly papers. NHD reinforces classroom teaching by rewarding students of all abilities for their scholarship, individual initiative and cooperative learning. http://www.ohiohistoryday.org and http://nhd.org. Based on the annual theme, students can select a relevant global issue or foreign policy action.

- Model UN - http://www.unausa.org/global-classrooms-model-un - Model United Nations is an authentic simulation of the UN General Assembly, which introduces students to the world of diplomacy, negotiation, and decision making. At Model UN, students step into the shoes of ambassadors of countries that are members of the UN, from Argentina to Zimbabwe. The students, better known as “delegates”, debate current issues on the organization’s vast agenda. They prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the UN’s rules of procedure – all in the interest of resolving problems that affect the world.

## Clear Learning Targets
### Social Studies Academic Electives

<table>
<thead>
<tr>
<th>Law</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Apply disciplinary concepts and tools to address compelling questions.</td>
<td>- Using disciplinary skills and tools of law, civics, and political science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- disciplinary concepts</td>
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<tr>
<td></td>
<td></td>
<td>Extended Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Application of skills and tools to address compelling questions</td>
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</tbody>
</table>

### Broad Learning Target:
- The student can apply disciplinary concepts and tools to address compelling questions.

### Underpinning Knowledge Learning Targets:
- The student can describe the fundamental principles and values of the American governmental and legal systems.
- The student can explain how the law and the legal system impact their daily lives.
- The student can summarize the rights guaranteed to individuals by the U.S. Constitution.
- The student can explain basic court procedures in criminal, civil and juvenile cases.

### Underpinning Reasoning Learning Targets:
- The student can 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.
- The student can evaluate the successes and failures of the American legal system.
- The student can analyze the role of citizens in the U.S. governmental and legal systems.
- The student can evaluate public policies in terms of intended and unintended consequences.
- The student can analyze historical and contemporary means of changing societies, promoting the common good, and protecting rights.
Content Elaborations, Instructional Strategies and Resources

- From the *College, Career, and Civic Life Framework:*
  In a constitutional democracy, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and 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.

- From Street Law.org:
  Street Law courses teach young people about law that is practical and relevant to their lives. Street Law courses strive to empower young people to be active, engaged citizens by equipping them with the knowledge and skills they need to successfully participate and create change in their communities.

- *We the People: The Citizen and the Constitution* textbook and Teacher’s Guide (Center for Civic Education) - [http://www.civiced.org/programs/wtp](http://www.civiced.org/programs/wtp)

- Street Law: [www.streetlaw.org](http://www.streetlaw.org) - free mock trial cases and other resources for Street Law

- Landmark Cases - [http://www.streetlaw.org/en/landmark/home](http://www.streetlaw.org/en/landmark/home) - provides a full range of resources and activities to support the teaching of landmark Supreme court cases

- Law and Justice Curriculum - [http://lawandjustice.edc.org](http://lawandjustice.edc.org) - The curriculum helps students develop knowledge and skills to contribute to and improve the legal and criminal justice systems, as youth now and as professionals tomorrow.


- Street Law at the UW School of Law - [http://www.law.washington.edu/Clinics/Streetlaw/lessons.aspx](http://www.law.washington.edu/Clinics/Streetlaw/lessons.aspx) - lesson plans for high school street law class

- Deliberating in a Democracy Lessons - [http://www.did.deliberating.org/lessons/index.html](http://www.did.deliberating.org/lessons/index.html) - An international program to teach students how to deliberate controversial public issues


- Constitutional Rights Foundation Chicago - [http://www.crfc.org/teaching-materials](http://www.crfc.org/teaching-materials) - classroom lessons on Constitutional issues
Performance Assessments

- Research Paper, Documentary Video – Students can demonstrate the results of original research by writing a traditional research paper or creating a documentary video.

- We the People: The Citizen and the Constitution – a program that teaches the history and principles of the American constitutional democracy while enhancing students’ understanding of government. Students discover the contemporary relevance of the Constitution and the Bill of Rights at the same time. We the People has a built-in authentic performance assessment: simulated congressional hearings. The simulated hearings allow students to demonstrate their knowledge and understanding of constitutional principles. Students will have the opportunity to evaluate, take, and defend positions on relevant historical and contemporary issues. [http://oclre.org/aws/OCLRE/pt/sp/programs_wethepeople](http://oclre.org/aws/OCLRE/pt/sp/programs_wethepeople)

- Project Citizen - [http://oclre.org/aws/OCLRE/pt/sp/programs_projectcitizen](http://oclre.org/aws/OCLRE/pt/sp/programs_projectcitizen) or Civic Action Project (CAP) - [http://www.crfcap.org](http://www.crfcap.org). Based on the idea of “think globally, act locally” students can complete a civic action project to address a local issue with global implications.
## Clear Learning Targets
### Social Studies Academic Electives

<table>
<thead>
<tr>
<th>Sociology/Psychology</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary</th>
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<tbody>
<tr>
<td></td>
<td>− Using disciplinary skills and tools of social and behavioral sciences</td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td>− Application of skills and tools to address compelling questions</td>
<td>− disciplinary concepts</td>
</tr>
<tr>
<td></td>
<td>− compelling questions</td>
<td>− compelling questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>− sociology</td>
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<tr>
<td></td>
<td></td>
<td>− psychology</td>
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</tbody>
</table>

### Ultimately Learning Target

**Type: Reasoning**

**Broad Learning Target:**
- The student can apply disciplinary concepts and tools to address compelling questions.

**Underpinning Knowledge Learning Targets:**
- The student can explain the sociological perspective and how it differs from other social sciences.
- The student can explain the role of social institutions in society.
- The student can describe biological, psychological, and sociocultural factors that influence individuals' behavior.
- The student can explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.

**Underpinning Reasoning Learning Targets:**
- The student can illustrate how sociological analysis can provide useful data for decision making.
- The student can evaluate the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.
- The student can analyze how social structures and cultures change.
- The student can use existing evidence and formulate conclusions about psychological phenomena.
- The student can apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.
- The student can suggest psychologically based ethical solutions to problems in education, business and industry, and the environment.
- The student can analyze ways in which the applications of sociology and psychology can address domestic and global issues.
Content Elaborations, Instructional Strategies and Resources

− From the College, Career, and Civic Life Framework:
  Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious traditions; and from the divisions of race, gender, and social class to the shared beliefs of a common culture.

As the scientific study of behavior and mental processes, psychology examines all aspects of the human experience. Many of society’s challenging issues involve human behavior, such as environmental change and the problems of violence, bullying, prejudice, and discrimination. Psychology contributes to the understanding of these issues, and promotes improvement in health and wellbeing. Psychological literacy is a foundation for civic engagement and is necessary for citizens to make informed decisions about their daily lives.

− American Sociological Association Resources for HS Sociology - http://www.asanet.org/teaching-learning/resources-high-school-sociology

− Introduction to Sociology - http://www.asanet.org/sites/default/files/savvy/introtosociology/home.html


− Teach Psych Science - http://www.teachpsychscience.org/

− Points of View Reference Center (INFOhio) – An extensive database containing thousands of articles supporting pro and con sides of current issues. Helps students develop arguments to support positions with evidence. https://www.infohio.org/students//er/grade/g912.

Performance Assessments

− Research Paper, Documentary Video – Students can demonstrate the results of original research by writing a traditional research paper or creating a documentary video.

− Psych Science Fair – Students use the scientific method to investigate a question in psychology and use the science fair model to demonstrate the results of their research.

## Clear Learning Targets
### Social Studies Academic Electives

<table>
<thead>
<tr>
<th>3</th>
<th>Gather and evaluate sources and use evidence to support claims.</th>
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</thead>
</table>

**Essential Understanding**
- Using sources for evidence to support claims

**Extended Understanding**
- Evaluating sources and refining claims from evidence

**Academic Vocabulary**
- Tier 2
  - evaluate
  - sources
  - claims

### Broad Learning Target:
- The student can gather and evaluate sources and use evidence to support claims.

### Underpinning Skills Learning Target:
- The student can gather relevant information from multiple sources representing a wide range of views.
- The student can use the origin, authority, structure, context, and corroborative value of the sources to guide the selection of sources.
- The student can evaluate the credibility of a source by examining how experts value the source.
- The student can develop claims and counterclaims while pointing out the strengths and limitations of both.
- The student can identify evidence that draws information from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- The student can refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Content Elaborations, Instructional Strategies and Resources

− From the College, Career, and Civic Life Framework:
  Students should use various technologies and skills to find information and to express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. Through the rigorous analysis of sources and application of information from those sources, students should make the evidence-based claims that will form the basis for their conclusions.

  In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

− Reading Like a Historian: Evaluating Sources - http://sheg.stanford.edu/evaluating-sources

− Boston Debate League: Evidence-Based Argumentation - http://www.bostondebate.org/eba - Evidence Based Argumentation follows a progression of five core argumentation skills, each of which contains objectives for student mastery: Making a Basic Argument, Making a Strong Argument, Using Text as Evidence to Support an Argument, Responding to Counterarguments, and Structuring a Complex Argument.

− Points of View Reference Center (INFOhio) - An extensive database containing thousands of articles supporting pro and con sides of current issues. Helps students develop arguments to support positions with evidence. https://www.infohio.org/students//er/grade/g912.

− Logic in Argumentative Writing - https://owl.english.purdue.edu/owl/resource/659/01/

− The Writing Center at UNC-Chapel Hill: Evidence - http://writingcenter.unc.edu/handouts/evidence/

Performance Assessments

− Research Paper, Historical Investigation Paper, Documentary Video

− We the People: The Citizen and the Constitution - http://oclre.org/aws/OCLRE/pt/sp/programs_wethepeopleb


− History Day - http://www.ohiohistoryday.org

## Clear Learning Targets
### Social Studies Academic Electives

<table>
<thead>
<tr>
<th>Communicate conclusions and take informed action.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>− Communicate arguments with sound reasoning and evidence</td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td>− Take informed action based on reasoned arguments</td>
<td>− conclusions</td>
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<tr>
<td></td>
<td></td>
<td>− evidentiary</td>
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<tr>
<td></td>
<td></td>
<td>− claims</td>
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<tr>
<td></td>
<td></td>
<td>− counterclaims</td>
</tr>
<tr>
<td></td>
<td></td>
<td>− deliberative</td>
</tr>
</tbody>
</table>

### Academic Vocabulary

**Tier 3**
- individual action
- collective action

### Ultimate Learning Target

**Type: Skill**

**Broad Learning Target:**
- The student can communicate conclusions and take informed action.

**Underpinning Skills Learning Targets:**
- The student can construct arguments using precise claims, evidence and sound reasoning from multiple sources.
- The student can acknowledge counterclaims and evidentiary weaknesses of an argument.
- The student can critique the credibility and validity of claims, evidence and reasoning in arguments.
- The student can present arguments with meaningful ideas and perspectives on issues to a range of audiences outside the classroom.
- The student can use print and oral technologies and digital technologies to communicate ideas.

**Underpinning Reasoning Learning Targets:**
- The student can assess options for individual and collective action to address local, regional, and global problems.
- The student can apply a range of deliberative and democratic strategies to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
Content Elaborations, Instructional Strategies and Resources

- From the *College, Career, and Civic Life Framework*:
  Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students’ primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

- PVLEGS - [http://pvlegs.com](http://pvlegs.com) - emphasize effective speaking and listening skills: Poise, Voice, Life, Eye Contact, Gestures, Speed
- National Service Learning Clearinghouse - [https://gsn.nyle.org/clearinghouse](https://gsn.nyle.org/clearinghouse)

Performance Assessments

- Research Paper, Historical Investigation Paper, Documentary Video
- History Day - [http://www.ohiohistoryday.org](http://www.ohiohistoryday.org)