

Social Science 2.0 Overarching Enduring Understandings Essential Questions

KEY CONTENT		
<i>Students will be able to...</i>	Big Ideas	Big Questions
I. Politics: Understand the importance of politics and distinguish between types of political systems.	A. Politics is a process to determine who governs and for what purposes (ILS 14.A).	1. Why is politics important? 2. How do the goals of those who govern affect political processes? 3. When do personal or private matters become matters of legitimate public concern?
	B. Politics involves competing ideas about the common good and the role of the individual (ILS 14.A, 14.C).	4. How do individuals use political ideas to influence politics? 5. Is it ever just to break the law? 6. What is power?
	C. There is a dynamic interaction between power and political structures (ILS 14.A, 14.C).	7. How is power gained, used, justified, and abused in political systems? 8. How does power shape political access, agency, and influence? 9. To what extent is government necessary?
	D. Different political systems structure and distribute power in distinct ways (ILS 14.B).	10. What type of government is best? 11. Who should govern? 12. What should be the roles, responsibilities, and priorities of governments?
	E. Collective action often leads to political change (ILS 14.C, 14.D, 14.F).	13. How do powerful individuals and masses drive political change? 14. How do the political actions of a few benefit or disadvantage the many?
II. Economics: Use an understanding of economic concepts and everyday financial matters to navigate the local, national and global economies.	A. Individual economic choices drive and are driven by a wide variety of factors, and all economic choices have costs (ILS 15.B, 15.C).	1. How do people make economic choices? 2. How do people differentiate between wants and needs? 3. How do our personal economic choices affect our own lives? 4. How do our personal economic choices affect others; how do the choices of others affect us?
	B. Economic systems differ with respect to level of stability, efficiency, freedom, security, and equality (ILS 15.A, 15.C, 15.E).	5. How do political, social, and cultural factors provide incentives and disincentives that influence economic choices? 6. How do different economic systems allow societies respond to questions about production, consumption and distribution? 7. How does our country's economic system shape how different actors address these questions?
	C. Various social and political issues (i.e., labor, the environment, and international trade) impact and are impacted by the global economy (ILS 15.B, 15.D, 15.E).	8. Why do countries trade? 9. How does resource distribution affect trade? 10. How do political factors affect international trade? 11. What social opportunities and problems arise from an interconnected global economy?

III. History: Understand local, national, and global history, and apply their knowledge to the world around them.	A. Knowledge of the past helps us understand the world and make better decisions about the future (ILS 16.A).	1. Why study history? 2. How can we learn from the past? 3. How do different views of the past contribute to current ideas & actions? 4. How are we connected to those in the past? 5. To what extent are there patterns of change in global history? 6. To what extent do historical patterns tell us what future changes to expect? 7. How do past people, places, ideas, and events influence later generations? 8. Why are some historical events viewed as more important than others? 9. Why do historians examine the same event and come to significantly different conclusions about the events' causes, consequences, & meanings? 10. Why is it important to situate history within the time and place in which it occurred? 11. How does an understanding of context influence our views about how to judge the actions of people in the past?
	B. The study of political, economic, and social patterns reveals continuity and change over time (ILS 16.B).	
	C. Historians have different interpretations of what happened in the past (ILS 16.A).	
	D. Knowing context deepens our understanding of historical events (ILS 16.A, 16.E).	
IV. Geography: Use geographic concepts and tools to investigate people, places, and environments around the world.	A. Maps and other forms of geographical representation simplify the complex reality of the geophysical world (ILS 17.A).	1. How do we derive meaning from maps? 2. What effect do the content of maps and the method of mapmaking have on human history? 3. How can technology alter our understanding of geography? 4. What does the way we interact with our environments reveal about our values and history? 5. How do we balance limited resources and expanding population? 6. How and why do people migrate? 7. How does recognizing patterns of human migration and settlement foster a better understanding of human social and political history? 8. How does where people live affect how they live? 9. Why do humans construct geopolitical boundaries? 10. How has the construction of geopolitical boundaries affected political, economic, and social interactions?
	B. People use maps to navigate the physical world and to understand local, national, and global events, conditions, and issues (ILS 17.A).	
	C. Humans interact with their environments to reflect their needs, interests, and values (ILS 17.B, 17.C).	
	D. Geopolitical boundaries are created through conflict and compromise and have implications for political, economic, and social interactions (ILS 17.C, 17.D).	
V. Identity & Culture: Understand the significance of identity, culture, and the ways in which individuals interact with groups and institutions within and across cultures.	A. Identity is shaped by dynamic interactions between: individuals and groups; agency and structure; nature and environment (ILS 18.B).	1. What is identity? 2. What makes people who they are? / What things shape identity? 3. With whom do you identify? 4. How can people have many identities at the same time? 5. How are diverse identities and cultures alike and different? 6. How and why do identities and cultures change? 7. How do identity and culture influence action? 8. Can we define an "American" identity and culture? 9. Why are symbols/icons important to cultures? 10. Whom and what do we celebrate and memorialize? 11. Why is looking at various art forms important in order to understand cultures? 12. Why do cultures come into conflict? 13. Why does perspective matter? 14. What factors can influence people's perspectives?
	B. Individuals often have multiple identities at once (ILS 18.A).	
	C. Culture is a way of life of a group of people who share similar beliefs, values, and customs (ILS 18.A).	
	D. The interactions of identities and cultures produce varied perspectives, challenges, and opportunities within and among societies (ILS 18.A, 18.B, 18.C).	
	E. Time, place, and culture influence our perspectives on people and issues (ILS 18.A, 18.C).	

COMMUNITY CONNECTIONS

<i>Students will be able to...</i>	Big Ideas	Big Questions
<p>VI. Civic Roles: Define and fulfill their roles as members of local, national, global communities and utilize the tools of democracy to promote the common good.</p>	<p>A. Individuals can make a difference in their communities through service and civic action (ILS 14.C).</p>	<ol style="list-style-type: none"> 1. What does it mean to be a citizen? 2. What are the rights and responsibilities of citizens in a democracy 3. What constitutes community and what are roles that citizens play in a community? 4. Why should we be involved in our communities? 5. What are the democratic tools for engaging in a community? 6. How do citizens engage in service and action toward the common good? 7. How do personal and civic responsibilities differ? 8. Why do personal and civic rights and responsibilities sometimes clash? 9. What rights should count as human rights? 10. How can national citizenship conflict with human rights? 11. Why do people disagree over the meaning of citizenship? 12. How have definitions of human rights changed over time? 13. Why do some governments limit human rights? 14. What prevents us from working together? 15. What skills do people need in order to work together effectively? 16. What kinds of rules help people collaborate effectively? 17. How do we share responsibility? 18. Why does an organized community tend to access more
	<p>B. People have differing views about the meaning and significance of citizenship (ILS 14.C).</p>	
	<p>C. All human beings should have basic human rights independent of their national citizenship (ILS 14.C, 14.F).</p>	
	<p>D. Individual interactions, including conflict, negotiation, and compromise, create and structure communities in various ways (ILS 14.D, 18.B, 18.C).</p>	
	<p>E. All communities have important civic and cultural resources, though not equitably distributed, that can enhance, strengthen and sustain individual and community life (ILS 14.C).</p>	