

# 01\_Literacy in History/Social Studies

Content Area: **Social Studies**  
Course(s):  
Time Period: **Semester**  
Length: **1 week**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### Economics CP

In Economics, students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Students will understand how economies around the world interact and how the global economy can impact the lives of everyday people.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **Objective(s):**

- Students will learn how to read critically to understand an issue.
- Students will learn how to compare readings from multiple perspectives and "sides" of an issue.
- Students will learn how to write for critical analysis of an issue.

### **Essential Question(s):**

- How does what we read impact what and how we think about ideas?
- How do we know what we are reading is accurate?
- How do we write to analyze issues?
- How do we write to demonstrate knowledge?

### **Enduring Understanding(s):**

- Reading is critical to building knowledge in history/social studies.
- Writing is a key means of asserting and defending claims, showing what one knows about history/social studies, and conveying what they have experienced, imagined, thought, or felt.

## CONTENT AREA STANDARDS

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ECON.12.1.2.1	Compare the choices available to high school seniors from families with different income levels. Explain how choices will affect the students' lifetime income.
ECON.12.1.2.2	Explain how a high school senior's decision to work 20 hours per week during the school year could reduce her lifetime income. Also, explain why new highway construction may not reduce highway congestion.
SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
ECON.12.4.1.3	People tend to respond to fair treatment with fair treatment, and to unfair treatment with retaliation, even when such reactions may not maximize their material wealth.
SOC.6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
SOC.6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

## STUDENT LEARNING TARGETS

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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#### **Students will understand that:**

- Reading for understanding and analysis of the central ideas and themes of text is essential in all of social studies
- Writing to defend claims and present evidence of understanding of social studies and economics is a fundamental skill
- Reading is very important in building historical knowledge
- There are various steps of the research paper writing process

### **Procedural Knowledge**

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#### **Students will be able to:**

- Analyze readings on topics within the content topic
- Determine how the foundational documents of this country impact how our economy works
- Write to show comprehension of content
- Gather information from diverse sources and evaluate the accuracy and bias in the source.
- Differentiate between primary and secondary sources
- Read and analyze historical texts and justify and defend a thesis

### **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Alternate Assessments**

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- Portfolios
- Verbal Assessment (instead of written)

- Multiple choice
- Modified Rubrics
- Performance Based Assessments

## **Benchmark Assessments**

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- Benchmark Assessments using Pear Assessments three times per year

## **Formative Assessments**

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**For this unit, formative assessments can/will include:**

- Exit tickets
- Reading checks
- Review worksheets
- In-class writing assignments

## **Summative Assessments**

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**For this unit, summative assessments can/will include:**

- Teacher made quizzes and tests
- Essays
- Research Paper

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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**Resources Include:**

- <https://owl.purdue.edu/>
- news articles
- scholarly journal articles
- op-eds
- <http://www.investopedia.com/university/economics/>

- <https://www.fte.org/teacher-resources/lesson-plans/>

## **INTERDISCIPLINARY CONNECTIONS**

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### **Math:**

Financial/Economic/Business/Entrepreneurial Literacy

### **Technology/Multimedia:**

Video Case Studies

Audio/visual media analysis

Research based writing

Google

Media Literacy

Educational tech applications

### **English:**

Speech/debate

Narrative Writing

Information Writing

Implementation of conventions of Standard English

Language Acquisition

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

