# Social Studies SPCPA Vision

At SPCPA we believe

No tuition, no audition: just as any student can be (and already is) a performing artist (with varying levels of experience/ability), all students already are curious, inquisitive, observant, mindful historians and citizens.

Social Studies Teachers will

- Model taking risks and making mistakes in historical and political analysis
- Use multiple lenses to examine sociocultural and historical phenomena
- Intentionally create challenging curriculum that reflects the diversity of our students and the world
- Work with students in developing empathy for others whose politics/morality/cultural experiences are different from their own
- Help students understand that actors in history/politics/economics are multidimensional people
- Show students examples of historical/political actors who have struggled against profound challenges and injustices in order to create cultural change
- Deliver state standards for social studies through a variety of learning modes and activities
- Offer opportunities for student choice and autonomy in learning

Upon graduation from SPCPA a Social Studies student will

- Be able to assess multiple sources for reliability, bias, relevance to research
- Be excited about understanding the world and their place in it
- Have a fundamental understanding of political processes (state and citizen-initiated) in the nation and local communities
- Be able to articulate your own arguments and analyze others' through writing
- Have practice considering non-binary answers and nuanced thinking around complex social science questions/problems

**[Priority Standards](#) in Social Studies**

**Geography**
- Analyze the characteristics, distribution and complexity of the Earth's cultures influence human systems (social, economic and political systems).
- Analyze the impact of colonialism on the emergence of independent states and the tensions that arise when the boundaries of political units do not correspond to the nationalities or ethnicities of the people living within them.

**World History**
- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

- Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems, and the development of new multi- ethnic empires, while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600—1450)
- New connections between the hemispheres resulted in the "Columbian Exchange," new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies, and shifts in the international balance of power. (Emergence of the First Global Age: 1450— 1750)
- A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900—1950)

**US History**
- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

- North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose extensive trade networks extended across the continent. (Before European Contact)
- Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction, 1850-1877)

- The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945)

**Economics**

- People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.
- Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and ensuring decisions.
- Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.

**Government**

- Democratic government depends on informed and engaged citizens who exhibit civic skills and

values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.
- Individuals in a republic have rights, duties and responsibilities.
- The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.

Academic Resources for SS Students ( texts, websites)

- Crash Course Youtube Series (U.S. History, World History, Black American History)
- LohmanIsTheBest.com
- Learning Law and Democracy Foundation (LLAD)
- Minnesota Alliance for Geographic Education (MAGE)
- Minnesota Council for History Education (MNCHE)
- Minnesota Council for the Social Studies (MCSS)
- Minnesota Council on Economic Education (MCEE)
- Minnesota Historical Society (MNHS)
- Minnesota Humanities Center (MHC)