

Contemporary problems are global, embedded in contexts of history and values, and can be understood only when viewed from multiple perspectives with varied strategies. The Foundation Phase fosters the ability to investigate these problems, to evaluate the avalanche of information available, to sort fact from opinion, to innovate potential solutions, to communicate one's views, and ultimately, to lead. By expanding the domain of inquiry from immediate experience to the wider world in which the learners live, the *Social Science* curriculum provides important opportunities for learners to apply the skills they have learned in *Reading, Writing, Thinking*, and in *Science* and *Mathematics*.

## Topics and Themes

The skills of the social sciences have vivid application for learners in the challenges of living together on an increasingly populated and interconnected planet. The Foundation Phase develops these tools through global themes:

- **Globalization:** What brings cultures into contact? What implications emerge from this interaction?
- **Conflict and accord:** How is our modern world shaped by conflict in and across nations and empires?
- **Managing common resources:** How do local and global communities use and manage common resources?
- **Governing Ourselves:** What role do institutions play in addressing conflict and needs of citizens in a global world?

By using topics like education, trade, resources, the Internet, religion, and human rights, this progression through the problems and possibilities of life together allows learners to move back and forth from local to broader aspects of the issues. Local exploration provides a context in which to engage constructively with issues that also have a global aspect.

## Mindset

While acquiring essential skills, learners explore the world and human interaction from the perspective of civics, economics, history, and geography. Complex ideas such as markets, in which the world is viewed as transactions governed by supply and demand, or government, and why people trade liberties for security, or citizenship, and the tension between rights and duties, establish the mindset in which skills around evidence and explanation are developed and applied.

## Essential Skills

### Think Economically

Use concepts like opportunity costs, absolute and comparative advantage, and property rights and incentives to understand how others are behaving and how you can best advance your goals.

### Understand Context

Know where people are coming from. Appreciate how people in the past or today are working with different beliefs, concerns, and priorities to better evaluate what their words and actions mean for us.

### Gather Evidence (Sources, Support, and Maps)

Learn how to gather (and analyze) evidence drawing on data from surveys and psychological experiments, economic data and old maps, explorers' letters and professors' articles; apply a scientific mindset to the social sciences.

### Tell the Story (Cause and Chronology)

How we got to be the way we are as groups and as societies informs what we might do in the future. Piece together those stories, determining causes and chronology, about the events and experiences that make people who they are.

### Give Reasons (Argumentation)

Use evidence and arguments to support your claims about history and human behavior, and about what they might tell us about today and tomorrow.

### Reason about Place (Interaction of Place and Society)

Geography isn't just a stage for human events. Appreciate how places and resources have shaped history, and also how history has shaped them, to anticipate struggles and opportunities in the future.

## Standards Addressed

### CCSS-ELA-Literacy

RH.9-10.1-3,7-10; WHST.9-10.1-4,6-10

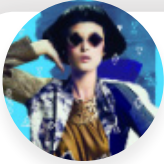
### C3 Framework

D2.Eco.1-9,14-15; D2.Geo.1-12; D2.Civ.1-6,11-12;  
D2.His.1,5,7-9,14-16

# Social Science

FOUNDATION PHASE

## Featured Quests



### The Global Debate About Fast Fashion

5 Activities

1 Artifact

Why does it matter where my clothes were made or who made them?

🔑 data analysis, cultural awareness, facts and opinion, ethics, clothing, fashion



### James Bond and the Cold War

7 Activities

1 Artifact

How did technological advances and pop culture play off each other during the Cold War?

🔑 social sciences, history, 20th century, spies, cold war, movies



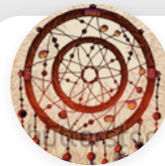
### In the Dark

5 Activities

1 Artifact

How can my community's energy sources be used more sustainably?

🔑 social sciences, energy, energy use, renewable energy, fossil fuels, global resources



### Changes in the Land

6 Activities

2 Artifacts

How did European settlers and American Indians approach land use and the environment differently, and what impact resulted?

🔑 social science, American Indians, environmental history, Coke



### 30 Mile Meal

5 Activities

1 Artifact

What does it mean to eat locally and socially responsibly?

🔑 social sciences, eat local, local, food, cooking

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