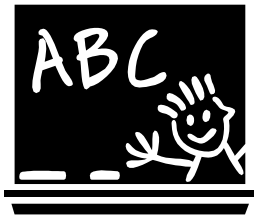
Marysville Exempted Village School District

Essential Learning

Marysville Exempted Village School District
1000 Edgewood Drive • Marysville, Ohio 43040 • 937-644-8105

Larry Zimmerman, Superintendent

WHAT YOUR CHILDREN WILL BE TAUGHT IN GRADE 10



This guide provides parents with a description of the concepts and skills students will be taught in Language Arts, Mathematics, Science, and Social Studies during the coming school year. The program is supportive and nurturing and provides students with numerous opportunities to learn and grow. MEVSD teachers use instructional strategies to excite, motivate and challenge all students. Throughout school, students learn to identify various sources of information and how to gather, record and organize it. They are introduced to and use many forms of writing for various purposes and audiences. Each learner uses technology tools as he/she engages in learning experiences across subject areas. A variety of assessment strategies are used to determine each student's progress and instructional needs. Your student's progress report will reflect his or her learning of these concepts and skills.

ENGLISH LANGUAGE ARTS

Acquisition of Vocabulary

- Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.
- Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.
- Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.
- Analyze the ways that historical events influenced the English language.
- Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).
- Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
- Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
- Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
- Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Reading Applications: Informational, Technical and Persuasive Text

- Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
- Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
- Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
- Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.
- Analyze an author's implicit and explicit argument, perspective or viewpoint in text.
- Identify appeals to authority, reason and emotion.
- Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).
- Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

Reading Applications: Literary Text

- Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
- Analyze the features of setting and their importance in a literary text.
- Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.
- Interpret universal themes across different works by the same author or by different authors.
- Analyze how an author's choice of genre affects the expression of a theme or topic.
- Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.
- Recognize how irony is used in a literary text.
- Analyze the author's use of point of view, mood and tone.

- Explain how authors use symbols to create broader meanings.
- Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).
- Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.

Writing Processes

- **G**enerate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
- Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
- Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
- Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.
- Use organizational strategies (e.g., notes, outlines) to plan writing.
- Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
- Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
- Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
- Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
- Use available technology to compose text.
- Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
- Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
- Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.
- Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
- Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
- Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

Writing Applications

- Write narratives that: sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); use a range of strategies and literary devices including figurative language and specific narration; and include an organized, well-developed structure.
- Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
- Write business letters, letters to the editor and job applications that: address audience needs, stated purpose and context in a clear and efficient manner; follow the conventional style appropriate to the text using proper technical terms; include appropriate facts and details; exclude extraneous details and inconsistencies; and provide a sense of closure to the writing.
- Write informational essays or reports, including research that: pose relevant and tightly drawn questions that engage the reader. provide a clear and accurate perspective on the subject. create an organizing structure appropriate to the purpose, audience and context. support the main ideas with facts, details, examples and explanations from sources; and document sources and include bibliographies.
- Write persuasive compositions that: support arguments with detailed evidence; exclude irrelevant information; and cite sources of information.
- Produce informal writings (e.g., journals, notes and poems) for various purposes.

Writing Conventions

- Use correct spelling conventions.
- Use correct capitalization and punctuation.
- Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
- Use parallel structure to present items in a series and items juxtaposed for emphasis.
- Use proper placement of modifiers.

Research

- Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
- Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
- Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
- Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.
- Integrate quotations and citations into written text to maintain a flow of ideas.

- Use style guides to produce oral and written reports that give proper credit for sources, and include an acceptable format for source acknowledgement.
- Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

Communication: Oral and Visual

- Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
- Interpret types of arguments used by the speaker such as authority and appeals to audience.
- Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
- Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.
- Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
- Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
- Vary language choices as appropriate to the context of the speech.
- Deliver informational presentations (e.g., expository, research) that: demonstrate an understanding of the topic and present events or ideas in a logical sequence; support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and draw from multiple sources, including both primary and secondary sources, and identify sources used.
- Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
- Deliver persuasive presentations that: establish and develop a logical and controlled argument; include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; and consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).

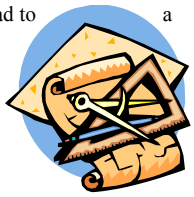
MATHEMATICS

Number Sense and Operations

- Connect physical, verbal and symbolic representations of irrational numbers; e.g., construct $\sqrt{2}$ as a hypotenuse or on a number line.
- Explain the meaning of the *n*th root.
- Use factorial notation and computations to represent and solve problem situations involving arrangements.
- Approximate the *n*th root of a given number greater than zero between consecutive integers when *n* is an integer; e.g., the 4^{th} root of 50 is between 2 and 3.

Measurement

- Explain how a small error in measurement may lead to a large error in calculated results.



- Calculate relative error.
- Explain the difference between absolute error and relative error in measurement.
- Give examples of how the same absolute error can be problematic in one situation but not in another; e.g., compare "accurate to the nearest foot" when measuring the height of a person versus when measuring the height of a mountain.
- Determine the measures of central and inscribed angles and their associated major and minor arcs.

Geometry and Spatial Sense

- Formally define and explain key aspects of geometric figures, including: interior and exterior angles of polygons; segments related to triangles (median, altitude, midsegment); points of concurrency related to triangles (centroid, incenter, orthocenter, circumcenter); circles (radius, diameter, chord, circumference, major arc, minor arc, sector, segment, inscribed angle).
- Recognize and explain the necessity for certain terms to remain undefined, such as point, line and plane.
- Make, test and establish the validity of conjectures about geometric properties and relationships using counterexample, inductive and deductive reasoning, and paragraph or two-column proof, including: prove the Pythagorean Theorem; prove theorems involving triangle similarity and congruence; prove theorems involving properties of lines, angles, triangles and quadrilaterals; test a conjecture using basic constructions made with a compass and straightedge or technology.
- Construct right triangles, equilateral triangles, parallelograms, trapezoids, rectangles, rhombuses, squares and kites, using compass and straightedge or dynamic geometry software.
- Construct congruent figures and similar figures using tools, such as compass, straightedge, and protractor or dynamic geometry software.

- Identify the reflection and rotation symmetries of two- and three-dimensional figures.
- Perform reflections and rotations using compass and straightedge constructions and dynamic geometry software.
- Derive coordinate rules for translations, reflections and rotations of geometric figures in the coordinate plane.
- Show and describe the results of combinations of translations, reflections and rotations (compositions); e.g., perform compositions and specify the result of a composition as the outcome of a single motion, when applicable.
- Solve problems involving chords, radii and arcs within the same circle.

Patterns, Functions and Algebra

- Define function formally and with f(x) notation.
- Describe and compare characteristics of the following families of functions: square root, cubic, absolute value and basic trigonometric functions; e.g., general shape, possible number of roots, domain and range.
- Solve equations and formulas for a specified variable; e.g., express the base of a triangle in terms of the area and height.
- Use algebraic representations and functions to describe and generalize geometric properties and relationships.
- Solve simple linear and nonlinear equations and inequalities having square roots as coefficients and solutions.
- Solve equations and inequalities having rational expressions as coefficients and solutions.
- Solve systems of linear inequalities.

- Graph the quadratic relationship that defines circles.
- Recognize and explain that the slopes of parallel lines are equal and the slopes of perpendicular lines are negative reciprocals.
- Solve real-world problems that can be modeled using linear, quadratic, exponential or square root functions.
- Solve real-world problems that can be modeled, using systems of linear equations and inequalities.
- Describe the relationship between slope of a line through the origin and the tangent function of the angle created by the line and the positive *x*-axis.

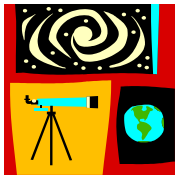
Data Analysis and Probability

- Describe measures of center and the range verbally, graphically and algebraically.
- Represent and analyze bivariate data using appropriate graphical displays (scatterplots, parallel box-and-whisker plots, histograms with more than one set of data, tables, charts, spreadsheets) with and without technology.
- Display bivariate data where at least one variable is categorical.
- Identify outliers on a data display; e.g., use interquartile range to identify outliers on a box-and-whisker plot.
- Provide examples and explain how a statistic may or may not be an attribute of the entire population; e.g., intentional or unintentional bias may be present.
- Interpret the relationship between two variables using multiple graphical displays and statistical measures; e.g., scatterplots, parallel box-and-whisker plots, and measures of center and spread.
- Model problems dealing with uncertainty with area models (geometric probability).
- Differentiate and explain the relationship between the probability of an event and the odds of an event, and compute one given the other.

SCIENCE

Earth and Space

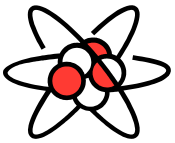
- Summarize the relationship between the climatic zone and the resultant biomes. (This includes explaining the nature of the rainfall and temperature of the mid-latitude climatic zone that supports the deciduous forest.)
- Explain climate and weather patterns associated with certain geographic locations and features (e.g., tornado alley, tropical hurricanes and lake effect snow).
- Explain how geologic time can be estimated by multiple methods (e.g., rock sequences, fossil correlation and radiometric dating).
- Describe how organisms on Earth contributed to the dramatic change in oxygen content of Earth's early atmosphere.
- Explain how the acquisition and use of resources, urban growth and waste disposal can accelerate natural change and impact the quality of life.



- Describe ways that human activity can alter biogeochemical cycles (e.g., carbon and nitrogen cycles) as well as food webs and energy pyramids (e.g., pest control, legume rotation crops vs. chemical fertilizers).
- Describe advances and issues in Earth and space science that have important long-lasting effects on science and society (e.g., geologic time scales, global warming, depletion of resources and exponential population growth).

Life Sciences

- Explain that living cells a. are composed of a small number of key chemical elements (carbon, hydrogen, oxygen, nitrogen, phosphorus and sulfur); are the basic unit of structure and function of all living things; come from pre-existing cells after life originated and are different from viruses.
- Compare the structure, function and interrelatedness of cell organelles in eukaryotic cells (e.g., nucleus, chromosome, mitochondria, cell membrane, cell wall, chloroplast, cilia, flagella) and prokaryotic cells.
- Explain the characteristics of life as indicated by cellular processes including homeostasis, energy transfers and transformation, transportation of molecules, disposal of wastes, synthesis of new molecules.
- Summarize the general processes of cell division and differentiation, and explain why specialized cells are useful to organisms and explain that complex multicellular organisms are formed as highly organized arrangements of differentiated cells.



- Illustrate the relationship of the structure and function of DNA to protein synthesis and the characteristics of an organism.
- Explain that a unit of hereditary information is called a gene, and genes may occur in different forms called alleles (e.g., gene for pea plant height has two alleles, tall and short).
- Describe that spontaneous changes in DNA are mutations, which are a source of genetic variation. When mutations occur in sex cells, they may be passed on to future generations; mutations that occur in body cells may affect the functioning of that cell or the organism in which that cell is found.
- Use the concepts of Mendelian and non-Mendelian genetics (e.g., segregation, independent assortment, dominant and recessive traits, sex-linked traits and jumping genes) to explain inheritance.
- Describe how matter cycles and energy flows through different levels of organization in living systems and between living systems and the physical environment. Explain how some energy is stored and much is dissipated into the environment as thermal energy (e.g., food webs and energy pyramids).
- Describe how cells and organisms acquire and release energy (photosynthesis, chemosynthesis, cellular respiration and fermentation).
- Explain that living organisms use matter and energy to synthesize a variety of organic molecules (e.g., proteins, carbohydrates, lipids and nucleic acids) and to drive life processes (e.g., growth, reacting to the environment, reproduction and movement).
- Describe that biological classification represents how organisms are related with species being the most fundamental unit of the classification system. Relate how biologists arrange organisms into a hierarchy of groups and subgroups based on similarities and differences that reflect their evolutionary relationships.

- Explain that the variation of organisms within a species increases the likelihood that at least some members of a species will survive under gradually changing environmental conditions.
- Relate diversity and adaptation to structures and their functions in living organisms (e.g., adaptive radiation).
- Explain how living things interact with biotic and abiotic components of the environment (e.g., predation, competition, natural disasters and weather).
- Relate how distribution and abundance of organisms and populations in ecosystems are limited by the ability of the ecosystem to recycle materials and the availability of matter, space and energy.
- Conclude that ecosystems tend to have cyclic fluctuations around a state of approximate equilibrium that can change when climate changes, when one or more new species appear as a result of immigration or when one or more species disappear.
- Describe ways that human activities can deliberately or inadvertently alter the equilibrium in ecosystems. Explain how changes in technology/biotechnology can cause significant changes, either positive or negative, in environmental quality and carrying capacity.
- Illustrate how uses of resources at local, state, regional, national, and global levels have affected the quality of life (e.g., energy production and sustainable vs. nonsustainable agriculture).
- Recognize that a change in gene frequency (genetic composition) in a population over time is a foundation of biological evolution.
- Explain that natural selection provides the following mechanism for evolution; undirected variation in inherited characteristics exist within every species. These characteristics may give individuals an advantage or disadvantage compared to others in surviving and reproducing. The advantaged offspring are more likely to survive and reproduce. Therefore, the proportion of individuals that have advantageous characteristics will increase. When an environment changes, the survival value of some inherited characteristics may change.
- Describe historical scientific developments that occurred in evolutionary thought (e.g., Lamarck and Darwin, Mendelian Genetics and modern synthesis).
- Describe how scientists continue to investigate and critically analyze aspects of evolutionary theory. (The intent of this indicator does not mandate the teaching or testing of intelligent design.)

- Analyze how natural selection and other evolutionary mechanisms (e.g. genetic drift, immigration, emigration, mutation) and their consequences provide a scientific explanation for the diversity and unity of past life forms, as depicted in the fossil record, and present life forms.
- Explain that life on Earth is thought to have begun as simple, one celled organisms approximately 4 billion years ago. During most of the history of Earth only single celled microorganisms existed, but once cells with nuclei developed about a billion years ago, increasingly complex multicellular organisms evolved.
- Use historical examples to explain how new ideas are limited by the context in which they are conceived. These ideas are often rejected by the scientific establishment; sometimes spring from unexpected findings; and usually grow slowly through contributions from many different investigators (e.g., biological evolution, germ theory, biotechnology and discovering germs).
- Describe advances in life sciences that have important long-lasting effects on science and society (e.g., biological evolution, germ theory, biotechnology and discovering germs).
- Analyze and investigate emerging scientific issues (e.g., genetically modified food, stem cell research, genetic research and cloning).

Physical Sciences

No Indicators present for this standard.

Science and Technology

- Cite examples of ways that scientific inquiry is driven by the desire to understand the natural world and how technology is driven by the need to meet human needs and solve human problems.
- Describe examples of scientific advances and emerging technologies and how they may impact society.
- Explain that when evaluating a design for a device or process, thought should be given to how it will be manufactured, operated, maintained, replaced and disposed of in addition to who will sell, operate and take care of it. Explain how the costs associated with these considerations may introduce additional constraints on the design.

Scientific Inquiry

- Research and apply appropriate safety precautions when designing and conducting scientific investigations (e.g. OSHA, MSDS, eyewash, goggles and ventilation).
- Present scientific findings using clear language, accurate data, appropriate graphs, tables, maps and available technology.
- Use mathematical models to predict and analyze natural phenomena.
- Draw conclusions from inquiries based on scientific knowledge and principles, the use of logic and evidence (data) from investigations.
- Explain how new scientific data can cause any existing scientific explanation to be supported, revised or rejected.

Scientific Ways of Knowing

- Discuss science as a dynamic body of knowledge that can lead to the development of entirely new disciplines.
- Describe that scientists may disagree about explanations of phenomena, about interpretation of data or about the value of rival theories, but they do agree that questioning, response to criticism and open communication are integral to the process of science.
- Recognize that science is a systematic method of continuing investigation, based on observation, hypothesis testing, measurement, experimentation, and theory building, which leads to more adequate explanations of natural phenomena.
- Recognize that ethical considerations limit what scientists can do.
- Recognize that research involving voluntary human subjects should be conducted only with the informed consent of the subjects and follow rigid guidelines and/or laws.
- Recognize that animal-based research must be conducted according to currently accepted professional standards and laws.
- Investigate how the knowledge, skills and interests learned in science classes apply to the careers students plan to pursue.

SOCIAL STUDIES

History

- Explain the effects of industrialization in the United States in the 19th century including: Changes in work and the workplace; Immigration and child labor and their impact on the labor force; Modernization of agriculture; Urbanization; The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.
- Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on: Laissez-faire policies; Monopolies; Standard of living.
- Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including: Unregulated working conditions; Laissez-faire policies toward big business; Violence toward supporters of organized labor.

- Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on: Urban reforms; Conservation; Business regulation and antitrust legislation; The movement for public schooling; The regulation of child labor.
- Trace the development of the United States as a world power with emphasis on: The Spanish-American War; U.S. imperialism in the Far East, South Pacific, Caribbean and Central America..
- Trace the development of the United States as a world power with emphasis on: The decision to enter into World War I; President Wilson's Fourteen Points; The Treaty of Versailles; The decision of the United States not to participate in the League of Nations.
- Analyze the impact of U.S. participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.
- Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on: The Marshall Plan; Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis; The Korean War and the Vietnam War.
- Analyze the major political, economic and social developments of the 1920s including: The Red Scare; Women's right to vote; African-American migrations from the South to the North; Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan; The Roaring Twenties and the Harlem Renaissance; Stock market speculation and the stock market crash of 1929.
- Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on: The Great Depression; The Dust Bowl; The New Deal.
- Analyze the impact of U.S. participation in World War II with emphasis on: Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce; The internment of Japanese-Americans.
- Explain major domestic developments after 1945 with emphasis on: Postwar prosperity in the United States; McCarthyism; The space race; Immigration patterns.
- Trace social unrest, protest and change in the United States including: Antiwar protest during the Vietnam War; The counterculture movement; The women's liberation movement.
- Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on: *Brown* v. *Board of Education;* Changes in goals and tactics of leading civil rights advocates and organizations; The linkages between the civil rights movement and movements to gain justice for other minority groups.

People in Societies

- Describe how the perspectives of cultural groups helped to create political action groups such as: The National Association for the Advancement of Colored People (NAACP); National Organization for Women (NOW); American Indian Movement (AIM); United Farm Workers.
- Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.
- Explain how Jim Crow laws legalized discrimination based on race.
- Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.
- Explain the effects of immigration on society in the United States: Housing patterns; Political affiliation; Education system; Language; Labor practices; Religion.

Geography

- Explain how perceptions and characteristics of geographic regions in the United States have changed over time including: Urban areas; Wilderness; Farmland; Centers of industry and technology.
- Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.
- Analyze the geographic processes that contributed to changes in American society including: Industrialization and post-industrialization; Urbanization and suburbanization; Immigration.

Economics

- Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.
- Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.
- Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.
- Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.
- Analyze the impact of the Great Depression and World War II on the economy of the United States and the resulting expansion of the role of the federal government.

Government

- Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including: *Plessy* v. *Ferguson; Brown* v. *Board of Education; Regents of the University of California* v. *Bakke.*
- Explain why the 19th and 26th Amendments were enacted and how they affected individuals and groups.

Citizenship Rights & Responsibilities

- Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on: Extension of suffrage; Labor legislation; Civil rights legislation; Military policy; Environmental legislation; Business regulation; Educational policy.

- Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including: Women's suffrage movement of the late 1800s; Civil rights movement of the 1960s; Student protests during the Vietnam War.

- Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including: Clear and present danger; Compelling government interest; National security; Libel or slander; Public safety; Equal opportunity.

- Analyze instances in which the rights of individuals were restricted including: Conscientious objectors in World War I; Immigrants during the Red Scare; Intellectuals and artists during the McCarthy Era; African-Americans during the civil rights movement.

Skills & Methods

- Determine the credibility of sources by considering the following: The qualifications and reputation of the writer; Agreement with other credible sources; Recognition of stereotypes; Accuracy and consistency of sources; The circumstances in which the author prepared the source.

- Critique evidence used to support a thesis.

- Analyze one or more issues and present a persuasive argument to defend a position.

For More Information View
"A Standards Guide for Families"
At The
Ohio Department of Education Website

www.OhioAcademicStandards.com