

ACADEMIC CONTENT STANDARDS

K-12 Social Studies

Foreword

We are excited to announce that the State Board of Education took another key step in reforming Ohio's education system December 10, 2002, when it unanimously adopted academic content standards in science and social studies. Clear standards delineate what students should know and be able to do in science and social studies. These standards will be an integral component of an aligned system that will ensure no child is left behind.

This enormous undertaking could not have occurred without the hard work and dedication of Ohio's educators and community members. The work on the science and social studies standards began with the seating of advisory committees, which made preliminary decisions that guided the work of the writing teams. Classroom teachers, parents, higher education faculty and business community leaders from across the state worked for several years as writing teams to develop the academic content standards. Seventy percent of the science writing team and 55 percent of the social studies writing team were kindergarten through 12th grade educators. We especially want to extend our gratitude to all the men and women on the standards development teams who gave their time, energy and expertise to create these standards.

The people of Ohio played a key role in the development of the academic content standards. The Office of Curriculum and Instruction at the Ohio Department of Education facilitated the standards writing process and aggressively engaged the public in reviewing drafts of the standards throughout the development process. Thousands of Ohioans gave suggestions that were evaluated and incorporated, as appropriate, by the writing teams into the final adopted standards. We want to thank all of the people who took the time to comment on the standards and participate in the development process.

Ohio's standards in science and social studies were reviewed by national experts who examined the content, developmental appropriateness and curricular considerations of the standards. Overall, the reviewers found Ohio's standards to be clear and comprehensive, setting high expectations for student learning.

The standards adoption fulfills one of the requirements of Amended Substitute Senate Bill 1, which calls for the State Board of Education to develop and adopt clear academic content standards in the areas of science and social studies by the end of 2002. The State Board of Education will use these standards as the basis for the development of achievement and/or diagnostic assessments for grades three through 10. The bill also provides the Department of Education 18 months from the standards adoption to design and produce model curricula aligned to the



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standards for kindergarten through 12th grade. The curriculum models will be resources that provide specific tools which teachers may use in their classroom planning and instruction as they implement a standards-based education.

The aligned system of standards, curricula and assessments will form the foundation for an accountability system that assists schools, school districts and the state in focusing resources on improving student achievement.



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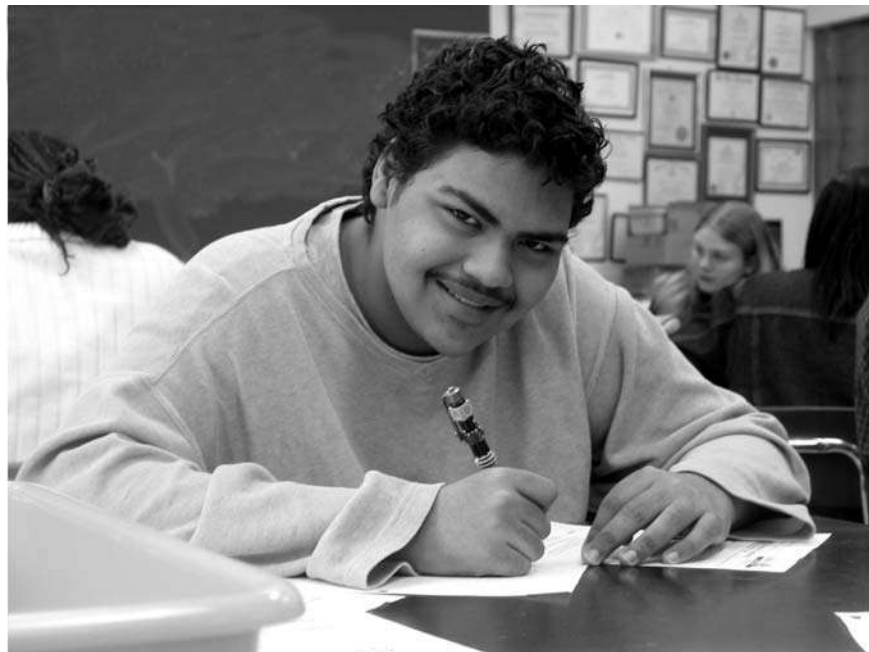
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Overview



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K-12 Social Studies



The social studies content standards provide a set of clear and rigorous expectations for all students. The seven standards clearly define a balanced program of knowledge and skills necessary for active citizenship. The standards are divided into two categories:

Content Standards: History
People in Societies
Geography
Economics
Government
Citizenship Rights and Responsibilities

Process Standard: Social Studies Skills and Methods

Social Studies Skills and Methods is listed separately as a process standard to emphasize its application throughout the social studies program. These skills are meant to be taught as students are learning the content associated with the other standards. Students need to use these skills on a regular basis as they learn content knowledge.

Whenever possible, students should have opportunities to learn social studies in real-world contexts. They should be able to examine artifacts, read primary source materials, engage in authentic experiences and take field trips. Research shows that learning is enhanced when students make meaningful connections between new information that they are learning and their own experiences. Combining social studies instruction with the study of other disciplines, such as art and literature, helps to reinforce the learning within each discipline. It also helps the students to develop conceptual frameworks that lead to broader understandings.

New technologies enable students to communicate with people in other locations and engage in realistic simulations. Students and teachers have greater access to timely social studies information including primary sources, statistics and maps. Easy access to information requires that students develop skills to enable them to evaluate the reliability and credibility of information.

Students learn knowledge and skills from each of the seven standards at every grade, but the content emphasis will vary from grade to grade. For example, the emphasis on geography is greatest in grades five and six and the emphasis on history is greatest in grades seven through 10. The scope and sequence for the social studies standards is described on the following pages, but it is necessary to read the benchmarks and grade-level indicators at each grade band in order to fully understand what students are expected to learn.

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The following terms and definitions are used in the document:

- Standard:** An overarching goal or theme. A standard statement describes, in broad terms, what students should know and be able to do as a result of their studies.
- Benchmark:** A specific statement of what a student should know and be able to do at a specific time in his/her schooling. Benchmarks are used to measure a student's progress toward meeting a standard. Benchmarks are defined for grade bands K-2, 3-5, 6-8, 9-10 and 11-12.
- Grade-level Indicator:** A specific statement of the knowledge and/or skills that a student is expected to demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks.

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The Development of Academic Content Standards

Joint Council of the
State Board of Education and
the Ohio Board of Regents
Academic Content Standards

The process for developing academic content standards began in 1997 when the State Board of Education and the Ohio Board of Regents created a Joint Council to oversee the implementation of recommendations made by the Secondary and Higher Education Remediation Advisory Commission. The boards began to build a common long-term agenda for pre-kindergarten through 16 education.

The Joint Council started its work by establishing a set of common expectations for what all students should know and be able to do upon completion of high school. The initial work established "common expectations" in six content areas: (1)the arts; (2)English language arts; (3)foreign languages; (4)mathematics; (5)science; and (6)social studies. These drafts were transformed into Ohio's academic content standards.

The Joint Council assembled advisory groups to assist in completing preliminary planning for the process to draft Ohio's new academic content standards. This preliminary planning included review of exemplary world-class standards from the United States and other countries, and the formulation of strategic policy recommendations. The recommendations assured that the drafting and refining of academic content standards would respect Ohio's history for sharing responsibility for curriculum decisions with Ohio's diverse learning communities.

Writing teams were made up of representatives from all 12 regions served by the Ohio Department of Education's Regional Professional Development Centers and included educators from each grade level, kindergarten through 12, as well as career-technical educators and educators of exceptional children. Ohio's diverse ethnicity, geography, types of school districts, and colleges and universities were represented on the writing teams. The writing teams also included parent and business/community representatives. All original members of the teams who wrote the "common expectations" were invited back to join the writing teams.

When the writing teams completed the draft academic content standards documents, these documents were subjected to a period of extensive public engagement and rigorous review. Focus group meetings and electronic feedback via the Web page allowed all stakeholders to express their opinions. The writing teams reviewed the public feedback and made revision recommendations in response to the issues raised by feedback. The draft standards presented to the State Board of Education for adoption reflect the final recommendations of this writing process and include grade-level indicators of progress (kindergarten through 12), benchmarks that will serve as checkpoints at key grade bands, philosophies and guiding assumptions.



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Development and Implementation Timeline

Based on Amended Substitute Senate Bill 1

		English Language Arts	Mathematics	Science	Social Studies	Technology Foreign Languages The Arts
↑ Development ↑ ↓	(1) Assemble Advisory Committee	↓	↓	↓	↓	State Board adoption of these content areas will follow the adoption of English Language Arts, Mathematics, Science and Social Studies
	(2) Identify Writing Team					
	(3) Develop Draft Standards and Benchmarks					
	(4) Convene Writing Team					
	(5) Seek Focused Input					
	(6) Engage the Public					
	(7) Revise Draft Standards and Benchmarks					
↑ Implementation ↓	(8) Adoption of Academic Content Standards by the State Board of Education	December 2001	December 2001	December 2002	December 2002	
	(9) Develop products and services	↓	↓	↓	↓	
	(10) Design Curriculum Models					
	(11) Present for Public Review					
	(12) State Board Review					
	(13) Adoption of Curriculum Models by State Board of Education	June 2003	June 2003	June 2004	June 2004	
	(14) Deliver Curriculum Models; Professional Development	September 2003	September 2003	September 2004	September 2004	

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Social Studies Writing Teams

The Ohio Department of Education wishes to express appreciation and gratitude to the writing teams who contributed expertise and time to the development of Ohio's social studies content standards. Many hours were devoted to research and thoughtful consideration of issues to ensure that the standards reflect wise and responsible thinking regarding social studies teaching and learning. The writing team members represent the many caring and concerned individuals across the state dedicated to their profession and to high quality social studies education for all Ohio students.

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Scope and Sequence



Kindergarten

A Child's Place in Time and Space

The kindergarten year is a time for getting acquainted with the school setting and routines. Students begin to understand the importance of rules, responsibility and decision-making. They are introduced to the cultural heritage of the United States and democratic principles through the study of national symbols and holidays. They also learn about other cultures so that they can begin to form concepts about the world beyond their own classroom and community.

Grade One

Families Now and Long Ago, Near and Far

The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundations for understanding principles of government and their role as citizens.

Grade Two

People Working Together

Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago in the United States and in other parts of the world. They become familiar with biographies of people whose work has made a difference and use historical artifacts as clues to the past. They deepen their knowledge of diverse cultures and begin to understand how cooperation can help to achieve goals.

Grade Three

Communities: Past and Present, Near and Far

The local community serves as the focal point for third grade as students begin to understand how their community has changed over time and to make comparisons with communities in other places. The study of local history comes alive through the use of artifacts and documents. They also learn how communities are governed and how the local economy is organized.

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Grade Four

Ohio: Its Past, Its Location, Its Government

The state of Ohio is the focus for fourth grade. Students learn about the geography, history, government and economy of their state. They learn about issues and ways that citizens participate in Ohio's government. Students develop their research skills through individual and group activities.

Grade Five

Regions and People of North America

The fifth-grade year focuses on the geography of the continent of North America. Students learn how people came to the continent and about the land and resources that they found. Citizenship skills build as students learn about U.S. history and the democratic government of the United States. Students continue to develop their research skills by obtaining information from multiple sources.

Grade Six

Regions and People of the World

The sixth-grade year focuses on the study of world regions. The concentration is geographic rather than historic. Students study some of the earliest people who lived in each region in order to understand how humans interacted with the environmental conditions at that time. Connections are made to present-day world regions including characteristics of governments and economic interactions.

Grade Seven

World Studies from 1000 B.C. to 1750: Ancient Civilizations Through the First Global Age

In the seventh grade, students begin the four-year historical sequence with a study of the ancient world. This study incorporates each of the seven standards into the chronology. Students learn that each historic event is shaped by its geographic setting, culture of the people, economic conditions, governmental decisions and citizen action. Students also expand their command of social studies skills and methods.

Grade Eight

U.S. Studies from 1607 to 1877: Colonization Through Reconstruction

The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into the chronology. While students are studying a particular historic event in the United States they also look at its geographic settings, economic implications, developments in government and the role of citizens.

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Grade Nine

World Studies from 1750 to the Present:

Age of Revolutions Through the 20th Century

Ninth-grade students continue the chronological study of world history. This study incorporates each of the seven standards. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills.

Grade Ten

U.S. Studies from 1877 to the Present:

Post-Reconstruction Through the 20th Century

Tenth-grade students continue the chronological study of the history of the United States with emphasis on domestic affairs. This study incorporates each of the seven standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

Grade 11

Political and Economic Decisions

The focus of 11th grade is an in-depth study of the U.S. government and economy. This study incorporates all seven standards. Students study the historic roots of the political system and how it has changed over time. They continue to develop an understanding of the rights and responsibilities of citizenship, as well as personal economic responsibilities.

Grade 12

Preparing for Citizenship

The 12th grade year serves as a capstone in which students apply the knowledge and skills that they have learned during previous grades. It focuses on current events and recent history while allowing students to choose topics of particular interest. Students demonstrate skills necessary for active, effective citizenship.

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Ohio's K-12 Social Studies Standards



History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

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National Council for the Social Studies Curriculum Standards

The ten themes that form the framework of the National Council for the Social Studies (NCSS) social studies standards are:

I. Culture

The study of culture prepares students to ask and answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture?

II. Time, Continuity and Change

Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change?

III. People, Places and Environments

The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills and understanding to ask and answer questions such as: Where are things located? Why are they located where they are? What do we mean by region? How do landforms change? What implications do these changes have for people?

IV. Individual Development and Identity

Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood?

V. Individuals, Groups and Institutions

Institutions such as schools, churches, families, government agencies and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they



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influence individuals and culture, and how they are maintained or changed. Students may address such questions as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

VI. Power, Authority and Governance

Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used and justified? What is legitimate authority? How are governments created, structured, maintained and changed? How can individual rights be protected within the context of majority rule?

VII. Production, Distribution and Consumption

Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)?

VIII. Science, Technology and Society

Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change?

IX. Global Connections

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances.

X. Civic Ideals and Practices

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference?

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It should be noted that Ohio's social studies skills and methods standard does not specify content to be taught. However, the process/thinking skills that are to be achieved in the benchmarks and indicators can be taught through all 10 of the NCSS standards and the other six Ohio social studies content standards.

It should also be noted that the following four documents were consulted in the writing and of Ohio's social studies content standards:

National Standards for History

National Center for History in the Schools
University of California, Los Angeles
1100 Glendon Avenue, Suite 927
Box 951588
Los Angeles, CA 90095-1588
www.sscnet.ucla.edu/nchs/

Geography for Life

National Geographic Society
P.O. Box 1640
Washington, D.C. 20013-1640
www.nationalgeographic.com/

National Standards for Civics and Government

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467
www.civiced.org/

Voluntary National Content Standards in Economics

National Council on Economic Education
1140 Avenue of the Americas,
New York, NY 10036
www.ncee.net/

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NCSS Standards

Ohio Standards

This chart displays the shared characteristics between NCSS's thematically based standards and Ohio's standards.

	Hist	PS	Geog	Econ	Govt	CRR	SSM
I. Culture Social studies programs should include experiences that provide for the study of culture and cultural diversity.							
II. Time, Continuity and Change Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.							
III. People, Places, and Environments Social studies programs should include experiences that provide for the study of people, places and environments.							
IV. Individual Development and Identity Social studies programs should include experiences that provide for the study of individual development and identity.							
V. Individuals, Groups, and Institutions Social studies programs should include experiences that provide for the study of interactions among individuals, groups and institutions.							
VI. Power, Authority, and Governance Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance.							
VII. Production, Distribution, and Consumption Social studies programs should include experiences that provide for the study of how people organize for the production, distribution and consumption of goods and services.							
VIII. Science, Technology, and Society Social studies programs should include experiences that provide for the study of relationships among science, technology and society.							
IX. Global Connections Social studies programs should include experiences that provide for the study of global connections and interdependence.							
X. Civic Ideals and Practices Social studies programs should include experiences that provide for the study of the ideals, principles and practices of citizenship in a democratic republic.							

-  Fully Addressed in the Standard
-  Partially Addressed in the Standard
-  Minimally Addressed or Not Addressed in the Standard
-  Addressed Throughout the Standard

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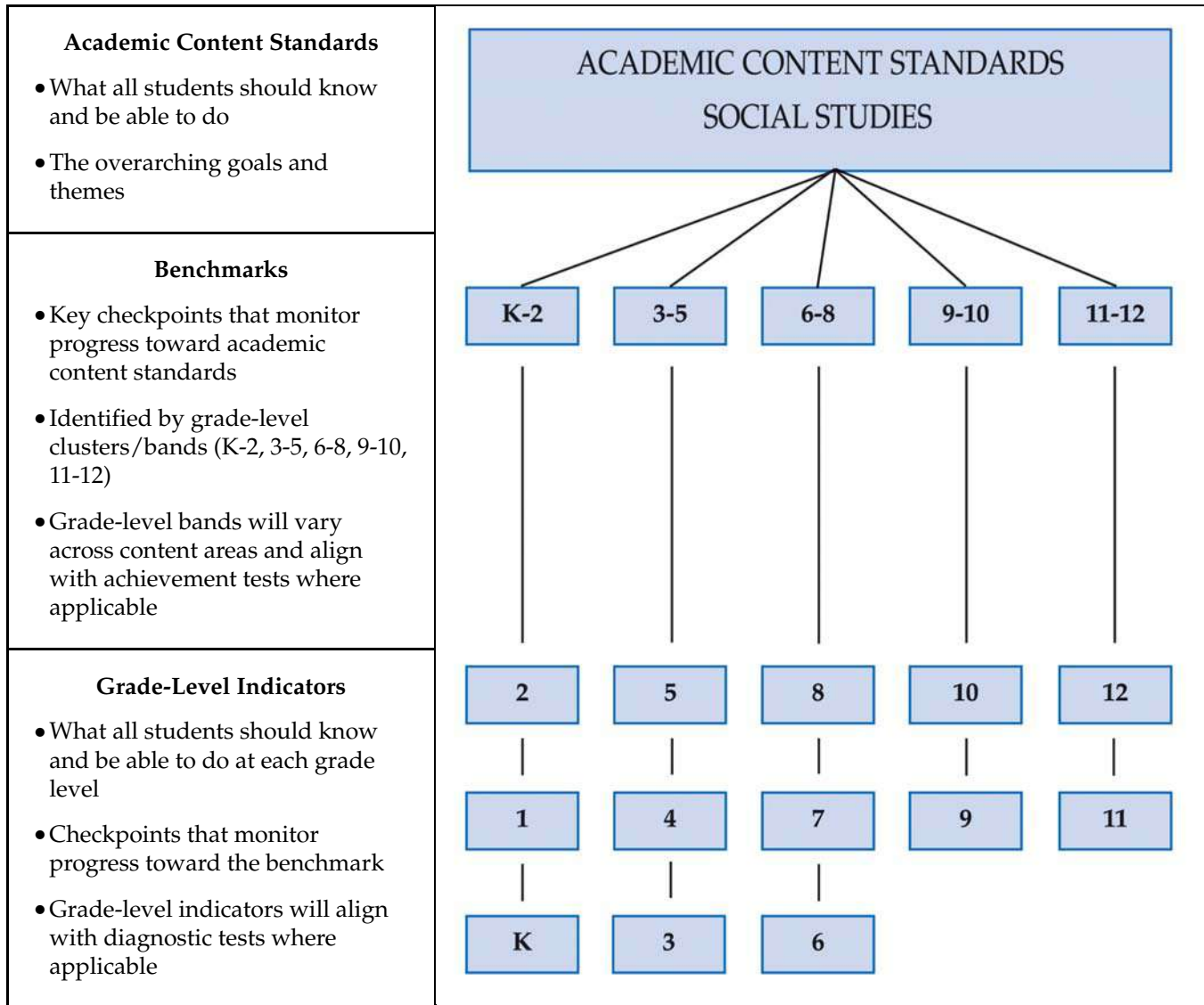
Structure and Format



ACADEMIC CONTENT STANDARDS

Academic Content Standards Framework Social Studies K-12

Standards are made up of several component parts. Those parts are outlined below:



ACADEMIC CONTENT STANDARDS

How to Read the Alignment

This section of the document is organized by grade-level bands. Each standard is followed by benchmarks that monitor student progress. Below each benchmark are the supporting indicators for each grade level in the grade band.

The diagram illustrates the structure of Academic Content Standards, showing the hierarchy from Grade-Level Band to Standard, Benchmark, Organizer, and Grade-Level Indicator.

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Grade-Level Band: Grades 6-8

Standard: Citizenship Rights and Responsibilities
Students use knowledge of the rights and responsibilities of citizens to order to examine and evaluate civic ideals and to participate in community life and in a democratic system.

Benchmark: Benchmark A: Show the relationship between participation and attainment of civic and political goals.

Organizer: Grade Six Participation

Grade-Level Indicator: 1. Explain how opportunities for citizens to participate in and how the political process differ under various systems of government.

Grade-Level: Grade Seven Participation

Grade-Level Indicator: 1. Explain how the participation of citizens differs under modern democracy and representative government.

Grade-Level: Grade Eight Participation

Grade-Level Indicator: 1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:

- a. The Sons of Liberty and Committees of Correspondence/American independence;
- b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

Grade Six Participation

Grade Seven Participation

Grade Eight Participation

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How to Read the Benchmarks

The benchmarks are key checkpoints that monitor student progress toward meeting the social studies standards. Benchmarks are organized in grade-level bands.

The diagram illustrates the hierarchy of social studies standards. At the top is the **ACADEMIC CONTENT STANDARDS** banner. Below it is the **K-12 Social Studies Benchmarks** banner. A callout labeled **Grade-Level Band** points to the text "By the end of the 6-8 program:". Below this is a table with two columns: **Government** and **Civil Liberties and Rights**. The **Government** column contains three standards (A, B, C) and a **Benchmark** callout. The **Civil Liberties and Rights** column contains one standard (B) and a **Benchmark** callout. At the bottom left are three blue boxes labeled 6, 7, and 8. A callout labeled **Teacher Notes** points to the bottom right area.

Government	Civil Liberties and Rights
A. Explain why people institute governments, how they influence governments, and how governments interact with each other.	A. Explain the relationship between civic participation and attainment of civic and public goals.
B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.	B. Identify historical origins that influenced the rights U.S. citizens have today.
C. Compare the defining characteristics of democracies, monarchies and dictatorships.	

Notes:

6
7
8

Teacher Notes

ACADEMIC CONTENT STANDARDS

How to Read the Indicators

The grade-level indicators represent specific statements of what all students should know and be able to do at each grade-level. The indicators serve as checkpoints for monitoring progress toward the benchmarks and standards.

The diagram illustrates the hierarchy of Academic Content Standards. It features a tilted banner at the top with the text "ACADEMIC CONTENT STANDARDS". Below this, the text "Grade Eight" is displayed. The main content is organized into three levels, each highlighted by a blue callout bubble:

- Standard:** A blue bubble points to the word "Standard" in the text.
- Organizer:** A blue bubble points to the word "Organizer" in the text.
- Grade-Level Indicator:** A blue bubble points to the word "Grade-Level Indicator" in the text.

The text also includes a list of indicators for Grade Eight History, organized by Chronology and The First Global Age. The indicators are numbered 1 through 4, with sub-indicators a, b, c, and d. A small blue square with the number 8 is located at the bottom right of the diagram.

ACADEMIC CONTENT STANDARDS

Grade Eight

History

Chronology

The First Global Age

Standard

Organizer

Grade-Level Indicator

Grade-Level

1. Select events and construct a multiple-tier time line to show relationships among events.

2. Describe the political, religious and economic aspects of North American colonization, including religion, desire for land and economic opportunity;

a. Key differences among the Spanish, French and British colonies;

b. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts;

c. Indentured servitude and the introduction and institutionalization of slavery;

d. representative governments and democratic practices that emerged, including town meetings and assemblies;

1. Conflict among colonial powers for control of North America.

3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:

a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;

b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.

4. Explain the results of important developments of the American Revolution including:

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ACADEMIC CONTENT STANDARDS

K-12 Social Studies

Philosophy and Principles



ACADEMIC CONTENT STANDARDS

Philosophy and Guiding Assumptions

Ohio's social studies content standards serve as a basis for what all students should know and be able to do in social studies by the time they graduate from high school. These standards, benchmarks and grade-level indicators are intended to provide Ohio's educators with a set of common expectations upon which to base social studies curricula.

Philosophy of Ohio's Social Studies Academic Content Standards

Effective social studies integrates history, geography, economics, political science, other social sciences and humanities in order to prepare students to be participating citizens. Specifically, social studies:

- Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good;
- Prepares students for their role as citizens and decision makers in a diverse, democratic society;
- Enables students to learn about significant people, places, events and issues in the past in order to understand the present;
- Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resources.

Assumptions for Social Studies Content Standards

Ohio's academic content standards:

- Set high expectations and provide strong support for social studies achievement by **all** students;
- Represent the social studies knowledge and skills needed to make a successful transition to post-secondary education, the workplace and civic life;
- Reflect the sound application of research on how students learn social studies;
- Are informed by national standards documents;
- Balance knowledge, conceptual understanding and skill development;
- Address significant understandings that are the basis for sound decision-making as citizens;
- Focus on important social studies topics that are well articulated through benchmarks and grade-level indicators;



ACADEMIC CONTENT STANDARDS

- Represent rigorous progression across grades and in-depth study within each grade;
- Incorporate use of technology by **all** students in learning social studies;
- Serve as the basis for classroom and statewide assessments;
- Guide the development of local social studies curricula and instructional programs.

ACADEMIC CONTENT STANDARDS

Social Studies for All



The Ohio Department of Education believes that Ohio's academic content standards are for all students. Clearly defined standards delineate what all children, college- and career-bound, should know and be able to do as they progress through the grade levels. Well-defined standards ensure that parents, teachers and administrators will be able to monitor students' development. Students, as stakeholders in their own learning, will be capable of tracking their own learning.

No individual or group should be excluded from the opportunity to learn, and all students are presumed capable of learning. Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, disability or giftedness, shall have access to a challenging, standards-based curriculum.

The knowledge and skills defined in Ohio's academic content standards are within the reach of all students. Students, however, develop at different rates. All children learn and experience success given time and opportunity, but the degree to which the standards are met and the time it takes to reach the standards will vary from student to student.

Students with disabilities shall have Individualized Education Programs (IEP's) aligned with the standards. Students with disabilities are first and foremost students of the general curriculum, yet they may require specific supports and/or services to progress in the curriculum. These supports and services are not intended to compromise the content standards. Rather, they provide students with disabilities the opportunity to maximize their strengths, and participate and progress in the standards-based curriculum.

Students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. Students who are gifted may require special services or activities in order to fully develop their intellectual, creative, artistic and academic capabilities or to excel in a specific content area. Again, the point of departure is the standards-based curriculum.

Students with limited English proficiency (LEP) may also need specific supports and adaptive instructional delivery in order to achieve Ohio's academic content standards. An instructional delivery plan for a student with LEP needs to take into account the student's level of English language proficiency as well as his or her cultural experiences.

All children should be provided adjustments when necessary in order to address their individual needs. Identifying and nurturing the talents of all students will enable all children to reach the standards.

K-12 Social Studies

Benchmarks and Indicators by Standard



ACADEMIC CONTENT STANDARDS

Benchmarks

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

By the end of the K-2 program:	By the end of the 3-5 program:	By the end of the 6-8 program:
A. Use a calendar to determine the day, week, month and year. B. Place events in correct order on a time line. C. Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places. D. Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.	A. Construct time lines to demonstrate an understanding of units of time and chronological order. B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. C. Explain how new developments led to the growth of the United States.	A. Interpret relationships between events shown on multiple-tier time lines. B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations. C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe. D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries. E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives. F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution. G. Analyze the causes and consequences of the American Civil War.

ACADEMIC CONTENT STANDARDS

By the end of the 9-10 program:	By the end of the 11-12 program:
A. Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments. B. Explain the social, political and economic effects of industrialization. C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled. D. Connect developments related to World War I with the onset of World War II. E. Analyze connections between World War II, the Cold War and contemporary conflicts. F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.	A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability. B. Use historical interpretations to explain current issues.

Notes:

ACADEMIC CONTENT STANDARDS

Benchmarks

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

By the end of the K-2 program:	By the end of the 3-5 program:	By the end of the 6-8 program:
A. Identify practices and products of diverse cultures. B. Identify ways that different cultures within the United States and the world have shaped our national heritage.	A. Compare practices and products of North American cultural groups. B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.	A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures. B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict. C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

Notes:

ACADEMIC CONTENT STANDARDS

By the end of the 9-10 program:	By the end of the 11-12 program:
A. Analyze the influence of different cultural perspectives on the actions of groups. B. Analyze the consequences of oppression, discrimination and conflict between cultures. C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.	A. Analyze how issues may be viewed differently by various cultural groups. B. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts. C. Explain the role of diverse cultural institutions in shaping American society.

Notes:

ACADEMIC CONTENT STANDARDS

Benchmarks

Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

By the end of the K-2 program:	By the end of the 3-5 program:	By the end of the 6-8 program:
A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations. B. Identify physical and human features of places. C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.	A. Use map elements or coordinates to locate physical and human features of North America. B. Identify the physical and human characteristics of places and regions in North America. C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences. D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.	A. Identify on a map the location of major physical and human features of each continent. B. Define and identify regions using human and physical characteristics. C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment. D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.

Notes:

ACADEMIC CONTENT STANDARDS

By the end of the 9-10 program:	By the end of the 11-12 program:
A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time. B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data. C. Analyze the patterns and processes of movement of people, products and ideas.	A. Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture. B. Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. C. Use appropriate data sources and geographic tools to analyze and evaluate public policies.

Notes:

ACADEMIC CONTENT STANDARDS

Benchmarks

Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

By the end of the K-2 program:	By the end of the 3-5 program:	By the end of the 6-8 program:
A. Explain how the scarcity of resources requires people to make choices to satisfy their wants. B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services. C. Explain ways that people may obtain goods and services.	A. Explain the opportunity costs involved in the allocation of scarce productive resources. B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services. C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.	A. Explain how the endowment and development of productive resources affect economic decisions and global interactions. B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. C. Identify connections between government policies and the economy.

Notes:

ACADEMIC CONTENT STANDARDS

By the end of the 9-10 program:	By the end of the 11-12 program:
A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them. B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.	A. Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices. B. Identify factors which inhibit or spur economic growth and cause expansions or recessions. C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth. D. Analyze the role of fiscal and regulatory policies in a mixed economy. E. Explain the use of a budget in making personal economic decisions and planning for the future.

Notes:

ACADEMIC CONTENT STANDARDS

Benchmarks

Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

By the end of the K-2 program:	By the end of the 3-5 program:	By the end of the 6-8 program:
A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority. B. Recognize and explain the importance of symbols and landmarks of the United States. C. Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.	A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary. B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.	A. Explain why people institute governments, how they influence governments, and how governments interact with each other. B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy. C. Compare the defining characteristics of democracies, monarchies and dictatorships.

Notes:

ACADEMIC CONTENT STANDARDS

By the end of the 9-10 program:	By the end of the 11-12 program:
A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions. B. Analyze the differences among various forms of government to determine how power is acquired and used.	A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today. B. Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations. C. Analyze how citizens participate in the election process in the United States.

Notes:

ACADEMIC CONTENT STANDARDS

Benchmarks

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

By the end of the K-2 program:	By the end of the 3-5 program:	By the end of the 6-8 program:
A. Describe the results of cooperation in group settings and demonstrate the necessary skills. B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions.	A. Explain how citizens take part in civic life in order to promote the common good. B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.	A. Show the relationship between civic participation and attainment of civic and public goals. B. Identify historical origins that influenced the rights U.S. citizens have today.

Notes:

ACADEMIC CONTENT STANDARDS

By the end of the 9-10 program:

- A. Analyze ways people achieve governmental change, including political action, social protest and revolution.
- B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.

By the end of the 11-12 program:

- A. Evaluate various means for citizens to take action on a particular issue.
- B. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.

Notes:

ACADEMIC CONTENT STANDARDS

Benchmarks

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

By the end of the K-2 program:	By the end of the 3-5 program:	By the end of the 6-8 program:
A. Obtain information from oral, visual, print and electronic sources. B. Predict outcomes based on factual information. C. Communicate information orally, visually or in writing. D. Identify a problem and work in groups to solve it.	A. Obtain information from a variety of primary and secondary sources using the component parts of the source. B. Use a variety of sources to organize information and draw inferences. C. Communicate social studies information using graphs or tables. D. Use problem-solving skills to make decisions individually and in groups.	A. Analyze different perspectives on a topic obtained from a variety of sources. B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions. C. Present a position and support it with evidence and citation of sources. D. Work effectively in a group.

Notes:

ACADEMIC CONTENT STANDARDS

By the end of the 9-10 program:	By the end of the 11-12 program:
A. Evaluate the reliability and credibility of sources. B. Use data and evidence to support or refute a thesis.	A. Obtain and evaluate information from public records and other resources related to a public policy issue. B. Critique data and information to determine the adequacy of support for conclusions. C. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue. D. Work in groups to analyze an issue and make decisions.

Notes:

K-12 Social Studies Grade-Level Indicators



History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Kindergarten

- Chronology*
1. Recite the days of the week.
 2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.
 3. Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).
- Heritage*
4. Recognize state and federal holidays and explain their significance.
 5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.

Grade One

- Chronology*
1. Recite the months of the year.
 2. Place events from one's own life in chronological order.
 3. Distinguish among past, present and future.
- Daily Life*
4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.
 5. Compare past and present, near and far, with emphasis on daily life including:
 - a. The roles of men, women and children;
 - b. The identification of basic human needs;
 - c. Various ways people meet human needs.
- Heritage*
6. Relate stories of the heroism and the achievements of the people associated with state and federal holidays.

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Grade Two

- Chronology*
1. Measure calendar time by days, weeks, months and years.
 2. List the days of the week and months of the year in order.
 3. Place a series of related events in chronological order on a time line.
- Daily Life*
4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.
 5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.
 6. Identify and describe examples of how science and technology have changed the daily lives of people and compare:
 - a. Forms of communication from the past and present;
 - b. Forms of transportation from the past and present.
- Heritage*
7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:
 - a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.);
 - b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong).

Grade Three

- Chronology*
1. Define and measure time by years, decades and centuries.
 2. Place local historical events in sequential order on a time line.
- Growth*
3. Describe changes in the community over time including changes in:
 - a. Businesses;
 - b. Architecture;
 - c. Physical features;
 - d. Employment;
 - e. Education;

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- f. Transportation;
- g. Technology;
- h. Religion;
- i. Recreation.

Grade Four

- Chronology* 1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.
- Settlement* 2. Describe the earliest settlements in Ohio including those of prehistoric peoples.
3. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.
- Growth* 4. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.
5. Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.
6. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.

Grade Five

- Chronology* 1. Create time lines and identify possible relationships between events.
- Settlement* 2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.
3. Explain why European countries explored and colonized North America.
4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.
5. Explain how the United States became independent from Great Britain.
- Growth* 6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

ACADEMIC CONTENT STANDARDS

Grade Six

- Chronology*
1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.
 2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.

- Early Civilizations*
3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:
 - a. Hunting and gathering;
 - b. Tool making;
 - c. Use of fire;
 - d. Domestication of plants and animals;
 - e. Organizing societies;
 - f. Governance.
 4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including:
 - a. Location;
 - b. Government;
 - c. Religion;
 - d. Agriculture;
 - e. Cultural and scientific contributions.

- The First Global Age*
5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including:
 - a. Location;
 - b. Government;
 - c. Religion;
 - d. Agriculture;
 - e. Cultural and scientific contributions.

Grade Seven

- Chronology*
1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.

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- Early Civilizations* 2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including:
- The development of concepts of government and citizenship;
 - Scientific and cultural advancements;
 - The spread of religions;
 - Slavery and systems of labor.
- Feudalism and Transitions* 3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.
4. Explain the lasting effects of military conquests during the Middle Ages including:
- Muslim conquests;
 - The Crusades;
 - The Mongol invasions.
5. Describe the impact of new ideas and institutions on European life including:
- The significance of printing with movable type;
 - Major achievements in art, architecture and literature during the Renaissance;
 - The Reformation.
- The First Global Age* 6. Describe the importance of the West African empires of Ghana, Mali and Songhay including:
- Trade routes;
 - Products;
 - The spread of the Arabic language;
 - The spread of Islam.
7. Describe the causes and effects of European exploration after 1400 including:
- Imperialism, colonialism and mercantilism;
 - Impact on the peoples of sub-Saharan Africa, Asia and the Americas.

Grade Eight

- Chronology* 1. Select events and construct a multiple-tier time line to show relationships among events.

ACADEMIC CONTENT STANDARDS

- The First Global Age*
2. Describe the political, religious and economic aspects of North American colonization including:
 - a. Reasons for colonization, including religion, desire for land and economic opportunity;
 - b. Key differences among the Spanish, French and British colonies;
 - c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts;
 - d. Indentured servitude and the introduction and institutionalization of slavery;
 - e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies;
 - f. Conflicts among colonial powers for control of North America.
- Revolution*
3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:
 - a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;
 - b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.
 4. Explain the results of important developments of the American Revolution including:
 - a. A declaration of American independence;
 - b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;
 - c. Creation of state constitutions;
 - d. Impacts on women, African-Americans and American Indians.
- A New Nation*
5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:
 - a. Maintaining national security;
 - b. Creating a stable economic system;
 - c. Dealing with war debts;

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- d. Collecting revenue;
 - e. Defining the authority of the central government.
6. Explain the challenges in writing and ratifying the U.S. Constitution including:
- a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);
 - b. The Federalist/Anti-Federalist debate;
 - c. The debate over a Bill of Rights.
7. Describe the actions taken to build one country from 13 states including:
- a. The precedents established by George Washington, including the cabinet and a two-term presidency;
 - b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank;
 - c. The establishment of an independent federal court system.

Civil War and Reconstruction

8. Describe and analyze the territorial expansion of the United States including:
- a. Northwest Ordinance;
 - b. The Louisiana Purchase and the Lewis and Clark expedition;
 - c. Westward movement including Manifest Destiny;
 - d. The Texas War for Independence and the Mexican-American War.
9. Explain causes of the Civil War with emphasis on:
- a. Slavery;
 - b. States' rights;
 - c. The different economies of the North and South;
 - d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act;
 - e. The abolitionist movement and the roles of Frederick Douglass and John Brown;
 - f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850;

ACADEMIC CONTENT STANDARDS

- g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.
- 10. Explain the course and consequences of the Civil War with emphasis on:
 - a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant;
 - b. The Emancipation Proclamation;
 - c. The Battle of Gettysburg.
- 11. Analyze the consequences of Reconstruction with emphasis on:
 - a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson;
 - b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution;
 - c. The Ku Klux Klan and the enactment of black codes.

Grade Nine

- Enlightenment Ideas*
 - 1. Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.
 - 2. Explain connections among Enlightenment ideas, the American Revolution, the French Revolution and Latin American wars for independence.
- Industrialization*
 - 3. Explain the causes and effects of the Industrial Revolution with emphasis on:
 - a. How scientific and technological changes promoted industrialization in the textile industry in England;
 - b. The impact of the growth of population, rural-to-urban migrations, growth of industrial cities, and emigration out of Europe;
 - c. The changing role of labor and the rise of the union movement;
 - d. Changes in living and working conditions for the early industrial working class, especially women and children;

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- e. The growth of industrialization around the world.

Imperialism

- 4. Describe the political, economic and social roots of imperialism.
- 5. Analyze the perspectives of the colonizers and the colonized concerning:
 - a. Indigenous language;
 - b. Natural resources;
 - c. Labor;
 - d. Political systems;
 - e. Religion.
- 6. Explain the global impact of imperialism including:
 - a. Modernization of Japan;
 - b. Political and social reform in China;
 - c. Exploitation of African resources.

20th Century Conflict

- 7. Analyze the causes and effects of World War I with emphasis on:
 - a. Militarism, imperialism, nationalism and alliances;
 - b. The global scope, outcomes and human costs of the war;
 - c. The role of new technologies and practices including the use of poison gas, trench warfare, machine guns, airplanes, submarines and tanks;
 - d. The Treaty of Versailles and the League of Nations.
- 8. Analyze the causes and consequences of the Russian Revolution including:
 - a. The lack of economic, political and social reforms under the tsars;
 - b. The impact of World War I;
 - c. The emergence of Lenin, Stalin and the Bolsheviks;
 - d. The rise of communism in Russia.
- 9. Assess the global impact of post-World War I economic, social and political turmoil including:
 - a. Disarmament;
 - b. Worldwide depression;
 - c. Colonial rebellion;
 - d. Rise of militarist and totalitarian states in Europe and Asia.

ACADEMIC CONTENT STANDARDS

10. Analyze the causes of World War II including:
 - a. Appeasement;
 - b. Axis expansion;
 - c. The role of the Allies.
11. Analyze the consequences of World War II including:
 - a. Atomic weapons;
 - b. Civilian and military losses;
 - c. The Holocaust and its impact;
 - d. Refugees and poverty;
 - e. The United Nations;
 - f. The establishment of the state of Israel.
12. Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War including:
 - a. Soviet expansion in Eastern Europe;
 - b. The division of Germany;
 - c. The emergence of NATO and the Warsaw Pact;
 - d. The Chinese Communist Revolution.
13. Examine social, economic and political struggles resulting from colonialism and imperialism including:
 - a. Independence movements in India, Indochina and Africa;
 - b. Rise of dictatorships in former colonies.
14. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including:
 - a. The arms build-up;
 - b. Ethnic unrest in the Soviet Union;
 - c. Independence movements in former Soviet satellites;
 - d. Global decline of communism.
15. Examine regional and ethnic conflict in the post-Cold War era including:
 - a. Persistent conflict in the Middle East;
 - b. Ethnic strife in Europe, Africa and Asia.

ACADEMIC CONTENT STANDARDS

Grade Ten

- Industrialization*
1. Explain the effects of industrialization in the United States in the 19th century including:
 - a. Changes in work and the workplace;
 - b. Immigration and child labor and their impact on the labor force;
 - c. Modernization of agriculture;
 - d. Urbanization;
 - e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.
 2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:
 - a. Laissez-faire policies;
 - b. Monopolies;
 - c. Standard of living.
 3. 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:
 - a. Unregulated working conditions;
 - b. Laissez-faire policies toward big business;
 - c. Violence toward supporters of organized labor.
 4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:
 - a. Urban reforms;
 - b. Conservation;
 - c. Business regulation and antitrust legislation;
 - d. The movement for public schooling;
 - e. The regulation of child labor.
- Imperialism*
5. Trace the development of the United States as a world power with emphasis on:
 - a. The Spanish-American War;
 - b. U.S. imperialism in the Far East, South Pacific, Caribbean and Central America.

ACADEMIC CONTENT STANDARDS

20th Century Conflict

6. Trace the development of the United States as a world power with emphasis on:
 - a. The decision to enter into World War I;
 - b. President Wilson's Fourteen Points;
 - c. The Treaty of Versailles;
 - d. The decision of the United States not to participate in the League of Nations.
7. 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.
8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:
 - a. The Marshall Plan;
 - b. Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis;
 - c. The Korean War and the Vietnam War.

The United States in the 20th Century

9. Analyze the major political, economic and social developments of the 1920s including:
 - a. The Red Scare;
 - b. Women's right to vote;
 - c. African-American migrations from the South to the North;
 - d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan;
 - e. The Roaring Twenties and the Harlem Renaissance;
 - f. Stock market speculation and the stock market crash of 1929.
10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:
 - a. The Great Depression;
 - b. The Dust Bowl;
 - c. The New Deal.
11. Analyze the impact of U.S. participation in World War II with emphasis on:
 - a. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce;

ACADEMIC CONTENT STANDARDS

- b. The internment of Japanese-Americans.
- 12. Explain major domestic developments after 1945 with emphasis on:
 - a. Postwar prosperity in the United States;
 - b. McCarthyism;
 - c. The space race;
 - d. Immigration patterns.
- 13. Trace social unrest, protest and change in the United States including:
 - a. Antiwar protest during the Vietnam War;
 - b. The counterculture movement;
 - c. The women's liberation movement.
- 14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:
 - a. *Brown v. Board of Education*;
 - b. Changes in goals and tactics of leading civil rights advocates and organizations;
 - c. The linkages between the civil rights movement and movements to gain justice for other minority groups.

Grade Eleven

Analysis and Interpretation

- 1. Evaluate the limitations and the opportunities that result from decisions made in the past including:
 - a. Electoral College;
 - b. Direct election of senators;
 - c. Income tax;
 - d. Length of terms of elected and appointed officials.
- 2. Trace key Supreme Court decisions related to a provision of the Constitution (e.g., cases related to reapportionment of legislative districts, free speech or separation of church and state).

ACADEMIC CONTENT STANDARDS

Grade Twelve

Analysis and Interpretation

1. Challenge arguments of historical inevitability by giving examples of how different choices could have led to different consequences (e.g., choices made during the Civil War, choices relating to immigration policy, or choices made during the Cuban Missile Crisis).
2. Analyze primary source material to see if a historical interpretation is supported.
3. Analyze cause-and-effect relationships and multiple causation including the influence of ideas, the role of chance and individual and collective action.

K-12 Social Studies Grade-Level Indicators



People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Kindergarten

- Cultures* 1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.
- Diffusion* 2. Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.

Grade One

- Cultures* 1. Describe similarities and differences in the ways different cultures meet common human needs including:
- Food;
 - Clothing;
 - Shelter;
 - Language;
 - Artistic expressions.
- Diffusion* 2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.
3. Describe family and local community customs and traditions.
4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.

Grade Two

- Cultures* 1. Describe the cultural practices and products of people on different continents.

ACADEMIC CONTENT STANDARDS

- Diffusion*
2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
 3. Explain how contributions of different cultures within the United States have influenced our common national heritage.
 4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.

Grade Three

- Cultures*
1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
 - a. Artistic expression;
 - b. Religion;
 - c. Language;
 - d. Food.
 2. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.
- Interaction*
3. Describe settlement patterns of various cultural groups within the local community.

Grade Four

- Cultures*
1. Describe the cultural practices and products of various groups who have settled in Ohio over time:
 - a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient);
 - b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware);
 - c. European immigrants;
 - d. Amish and Appalachian populations;
 - e. African-Americans;
 - f. Recent immigrants from Africa, Asia and Latin America.

ACADEMIC CONTENT STANDARDS

- Interaction*
2. Describe the impact of the expansion of European settlements on American Indians in Ohio.
 3. Explain the reasons people came to Ohio including:
 - a. Opportunities in agriculture, mining and manufacturing;
 - b. Family ties;
 - c. Freedom from political and religious oppression.

Grade Five

- Cultures*
1. Compare the cultural practices and products of diverse groups in North America including:
 - a. Artistic expressions;
 - b. Religion;
 - c. Language;
 - d. Food;
 - e. Clothing;
 - f. Shelter.
- Interaction*
2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.
 3. Describe the experiences of African-Americans under the institution of slavery.
 4. Describe the waves of immigration to North America and the areas from which people came in each wave.
 5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.

Grade Six

- Cultures*
1. Compare the cultural practices and products of the societies studied including:
 - a. Class structure;
 - b. Gender roles;
 - c. Beliefs;
 - d. Customs and traditions.
 2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including:
 - a. Buddhism;

ACADEMIC CONTENT STANDARDS

- b. Christianity;
- c. Judaism;
- d. Hinduism;
- e. Islam.

- Interaction*
- 3. Explain factors that foster conflict or cooperation among countries:
 - a. Language;
 - b. Religion;
 - c. Types of government;
 - d. Historic relationships;
 - e. Economic interests.

Grade Seven

- Cultures*
- 1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.
 - 2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.
- Diffusion*
- 3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.
 - 4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.

Grade Eight

- Interaction*
- 1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.
 - 2. Describe and explain the social, economic and political effects of:
 - a. Stereotyping and prejudice;
 - b. Racism and discrimination;
 - c. Institutionalized racism and institutionalized discrimination.
 - 3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.

ACADEMIC CONTENT STANDARDS

4. Analyze the economic, geographic, religious and political factors that contributed to:
 - a. The enslavement of Africans in North America;
 - b. Resistance to slavery.
5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.

Diffusion 6. Explain how the diverse peoples of the United States developed a common national identity.

Grade Nine

- Cultures* 1. Analyze examples of how people in different cultures view events from different perspectives including:
- a. Creation of the state of Israel;
 - b. Partition of India and Pakistan;
 - c. Reunification of Germany;
 - d. End of apartheid in South Africa.

- Interaction* 2. Analyze the results of political, economic, and social oppression and the violation of human rights including:
- a. The exploitation of indigenous peoples;
 - b. The Holocaust and other acts of genocide, including those that have occurred in Armenia, Rwanda, Bosnia and Iraq.

- Diffusion* 3. Explain how advances in communication and transportation have impacted:
- a. Globalization;
 - b. Cooperation and conflict;
 - c. The environment;
 - d. Collective security;
 - e. Popular culture;
 - f. Political systems;
 - g. Religion.

ACADEMIC CONTENT STANDARDS

Grade Ten

- Cultures*
1. Describe how the perspectives of cultural groups helped to create political action groups such as:
 - a. The National Association for the Advancement of Colored People (NAACP);
 - b. National Organization for Women (NOW);
 - c. American Indian Movement (AIM);
 - d. United Farm Workers.
 2. 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.
- Interaction*
3. Explain how Jim Crow laws legalized discrimination based on race.
 4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.
- Diffusion*
5. Explain the effects of immigration on society in the United States:
 - a. Housing patterns;
 - b. Political affiliation;
 - c. Education system;
 - d. Language;
 - e. Labor practices;
 - f. Religion.

Grade Eleven

- Cultures*
1. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups:
 - a. Indian policies;
 - b. Immigration laws;
 - c. Segregation policies;
 - d. Selective service laws.

ACADEMIC CONTENT STANDARDS

- Interaction*
2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.
 3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the U.S. society and economy including:
 - a. Naturalization;
 - b. Voting rights;
 - c. Racial integration;
 - d. Affirmative action.
- Diffusion*
4. Explain how the United States has been affected politically, economically and socially by its multicultural diversity (e.g., work force, new ideas and perspectives, and modifications to culture).

Grade Twelve

- Cultures*
1. Identify the perspectives of diverse cultural groups when analyzing current issues.
 2. Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.
- Interaction*
3. Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity (e.g., English only/bilingual education, theocracies/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation).
 4. Evaluate the effectiveness of international governmental organizations (e.g., United Nations, European Union, World Court and Organization of American States), multinational corporations, and nongovernmental organizations (e.g., Amnesty International, Red Cross and World Council of Churches) in the global arena.
- Diffusion*
5. Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Grade-Level Indicators



Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Kindergarten

- Location*
1. Identify and correctly use terms related to location, direction and distance including:
 - a. Up/Down;
 - b. Over/Under;
 - c. Here/There;
 - d. Front/Back;
 - e. Behind/In front of.
 2. Recite home address.
 3. Make models and maps representing real places including the classroom.
 4. Distinguish between land and water on maps and globes.

- Places and Regions*
5. Demonstrate familiarity with the school's layout.
 6. Describe the immediate surroundings of home (e.g., streets, buildings, fields, woods or lakes).

- Human
Environmental
Interaction*
7. Identify key natural resources that are used in the students' daily lives.

Grade One

- Location*
1. Identify and correctly use terms related to location, direction and distance including:
 - a. Left/Right;
 - b. Near/Far.
 2. Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood).

ACADEMIC CONTENT STANDARDS

3. Identify and use symbols to locate places of significance on maps and globes.

4. Locate the local community, state and the United States on maps or globes.

Places and Regions

5. Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community.

6. Compare areas within the local community to identify similarities.

Human Environmental Interaction

7. Describe human adaptations to variations in the physical environment including:

- a. Food;
- b. Clothing;
- c. Shelter;
- d. Transportation;
- e. Recreation.

Grade Two

Location

1. Read and interpret a variety of maps.

2. Construct a map that includes a map title and key that explains all symbols that are used.

3. Name and locate the continents and oceans.

Places and Regions

4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.

Human Environmental Interaction

5. Compare how land is used in urban, suburban and rural environments.

6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.

Grade Three

Location

1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.

2. Use a compass rose and cardinal directions to describe the relative location of places.

ACADEMIC CONTENT STANDARDS

3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.
4. Use a number/letter grid system to locate physical and human features on a map.
5. Identify the location of the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.

Places and Regions

6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community.

Human Environmental Interaction

7. Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.

Movement

8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

Grade Four

Location

1. Use a linear scale to measure the distance between places on a map.
2. Use cardinal and intermediate directions to describe the relative location of places.
3. Describe the location of Ohio relative to other states and countries.
4. Use maps to identify the location of major physical and human features of Ohio including:
 - a. Lake Erie;
 - b. Rivers;
 - c. Plains;
 - d. The Appalachian Plateau;
 - e. Bordering states;
 - f. The capital city;
 - g. Other major cities.

Places and Regions

5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.

ACADEMIC CONTENT STANDARDS

6. Identify manufacturing, agricultural, mining and forestry regions in Ohio.

7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.

Human Environmental Interaction

8. Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.

9. Identify ways that people have affected the physical environment of Ohio including:

- a. Use of wetlands;
- b. Use of forests;
- c. Building farms, towns and transportation systems;
- d. Using fertilizers, herbicides and pesticides;
- e. Building dams.

Movement 10. Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.

Grade Five

Location 1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.

2. Use maps to identify the location of:
- a. The three largest countries of North America;
 - b. The 50 states of the United States;
 - c. The Rocky and Appalachian mountain systems;
 - d. The Mississippi, Rio Grande and St. Lawrence rivers;
 - e. The Great Lakes.

Places and Regions 3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.

4. Explain how climate is influenced by:
- a. Earth-sun relationships;
 - b. Landforms;
 - c. Vegetation.

ACADEMIC CONTENT STANDARDS

5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.
6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including:
 - a. Forests;
 - b. Fertile soil;
 - c. Oil;
 - d. Coal;
 - e. Running water.
7. Analyze reasons for conflict and cooperation among regions of North America including:
 - a. Trade;
 - b. Environmental issues;
 - c. Immigration.

Human Environmental Interaction

8. Explain how the characteristics of different physical environments affect human activities in North America.
9. Analyze the positive and negative consequences of human changes to the physical environment including:
 - a. Great Lakes navigation;
 - b. Highway systems;
 - c. Irrigation;
 - d. Mining;
 - e. Introduction of new species.

Movement

10. Use or construct maps of colonization and exploration to explain European influence in North America.

Grade Six

Location

1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.
2. Use coordinates of latitude and longitude to locate points on a world map.

Places and Regions

3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including:

ACADEMIC CONTENT STANDARDS

- a. Agriculture;
 - b. Mining;
 - c. Fishing;
 - d. Manufacturing.
4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.
- Human
Environmental
Interaction* 5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:
- a. Bodies of water;
 - b. Landforms;
 - c. Climates;
 - d. Vegetation;
 - e. Weathering;
 - f. Seismic activity.
6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:
- a. Urbanization;
 - b. Desertification;
 - c. Deforestation.
7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including:
- a. Dam building;
 - b. Energy production/usage;
 - c. Agriculture;
 - d. Urban growth.
- Movement* 8. Explain push and pull factors that cause people to migrate from place to place including:
- a. Oppression/Freedom;
 - b. Poverty/Economic opportunity;
 - c. Cultural ties;
 - d. Political conflicts;
 - e. Environmental factors.

ACADEMIC CONTENT STANDARDS

9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.

Grade Seven

- Location*
1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.
 2. On a map, identify places related to the historical events being studied and explain their significance.

- Places and Regions*
3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.

- Human
Environmental
Interaction*
4. Use physical and historical maps to analyze the reasons that human features are located in particular places.

- Movement*
5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including:
 - a. Physical features;
 - b. Culture;
 - c. War;
 - d. Trade;
 - e. Technological innovations.

Grade Eight

- Places and Regions*
1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

- Human
Environmental
Interaction*
2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.

- Movement*
3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

ACADEMIC CONTENT STANDARDS

Grade Nine

- Places and Regions*
1. Interpret data to make comparisons between and among countries and regions including:
 - a. Birth rates;
 - b. Death rates;
 - c. Infant mortality rates;
 - d. Education levels;
 - e. Per capita Gross Domestic Product (GDP).
 2. Explain how differing points of view play a role in conflicts over territory and resources.
 3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.
- Human
Environmental
Interaction*
4. Explain the causes and consequences of urbanization including economic development, population growth and environmental change.
- Movement*
5. Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.

Grade Ten

- Places and Regions*
1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:
 - a. Urban areas;
 - b. Wilderness;
 - c. Farmland;
 - d. Centers of industry and technology.
- Human
Environmental
Interaction*
2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.
- Movement*
3. Analyze the geographic processes that contributed to changes in American society including:
 - a. Industrialization and post-industrialization;
 - b. Urbanization and suburbanization;
 - c. Immigration.

ACADEMIC CONTENT STANDARDS

Grade Eleven

- | | |
|--|--|
| <i>Places and Regions</i> | 1. Explain how government decisions reflect a society's values about land use (e.g., zoning, park development or toxic waste disposal). |
| <i>Human
Environmental
Interaction</i> | 2. Analyze and evaluate the consequences of a governmental policy that affects the physical characteristics of a place or region. |
| <i>Application of
Geography</i> | 3. Compare and evaluate alternative public policies for the use of land and natural resources at all levels of government.

4. Identify and analyze the changing political geography at the local, state, national and international levels including:
a. Annexation;
b. Zoning;
c. Congressional reapportionment;
d. Changes in international boundaries. |

Grade Twelve

- | | |
|--|---|
| <i>Places and Regions</i> | 1. Explain how people create places that reflect culture, human needs, government policy, current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers and industrial parks. |
| <i>Human
Environmental
Interaction</i> | 2. Describe the intended and unintended effects of human modifications to the physical environment and weigh the costs and benefits of alternative approaches to addressing environmental concerns (e.g., alternative sources of energy, mass transportation systems, or farmland and wetland preservation).

3. Analyze policies and programs for natural resource use and management considering possible trade-offs between environmental quality and economic growth. |
| <i>Application of
Geography</i> | 4. Use appropriate data sources and tools to gather, manipulate, interpret and communicate geographic information related to civic/global issues. |

K-12 Social Studies Grade-Level Indicators



Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Kindergarten

*Scarcity and
Resource Allocation*

1. Recognize that people have many wants.
2. Explain how people make decisions in order to satisfy their wants.

*Production,
Distribution and
Consumption*

3. Identify goods and services.

Grade One

*Scarcity and
Resource Allocation*

1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.

*Production,
Distribution and
Consumption*

2. Describe the ways people produce, consume and exchange goods and services in their community.

Markets

3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.

Grade Two

*Scarcity and
Resource Allocation*

1. Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel).

*Production,
Distribution and
Consumption*

2. Explain how people are both buyers and sellers of goods and services.
3. Recognize that most people work in jobs in which they produce a few special goods or services.
4. Explain why people in different parts of the world earn a living in a variety of ways.

ACADEMIC CONTENT STANDARDS

- Markets* 5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.

Grade Three

- Scarcity and Resource Allocation* 1. Define opportunity cost and give an example of the opportunity cost of a personal decision.
- Production, Distribution and Consumption* 2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.
3. Categorize economic activities as examples of production or consumption.
4. Explain the advantages and disadvantages of specialization and the division of labor to produce items.
- Markets* 5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.
6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.
7. Identify examples of economic competition in the local community.

Grade Four

- Scarcity and Resource Allocation* 1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.
2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.
- Production, Distribution and Consumption* 3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.
- Markets* 4. Explain ways in which individuals and households obtain and use income.
5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.
6. Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries.

ACADEMIC CONTENT STANDARDS

Grade Five

Scarcity and Resource Allocation

1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.
2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.

Production, Distribution and Consumption

3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.

Markets

4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.
5. Explain the general relationship between supply, demand and price in a competitive market.
6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.
7. Explain why competition among consumers/buyers results in higher product prices.

Grade Six

Scarcity and Resource Allocation

1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.
2. Explain that most decisions involve trade-offs and give examples.

Markets

3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.
4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.
5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.

ACADEMIC CONTENT STANDARDS

- Government and the Economy* 6. Distinguish between goods and services typically produced by the private sector and the public sector.

Grade Seven

- Scarcity and Resource Allocation* 1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.
- Markets* 2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.

Grade Eight

- Scarcity and Resource Allocation* 1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.
- Markets* 2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.
3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.
- Government and the Economy* 4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.
5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.

Grade Nine

- Markets* 1. Describe costs and benefits of trade with regard to:
- Standard of living;
 - Productive capacity;
 - Usage of productive resources;
 - Infrastructure.
2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of what to produce, how to produce, and for whom to produce.
3. Analyze characteristics of traditional, market, command and mixed economies with regard to:

ACADEMIC CONTENT STANDARDS

- a. Private property;
- b. Freedom of enterprise;
- c. Competition and consumer choice;
- d. The role of government.

Government and the Economy 4. Analyze the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.

Grade Ten

Markets 1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.

2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.

Government and the Economy 3. Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.

4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.

5. 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.

Grade Eleven

Scarcity and Resource Allocation 1. Explain the effects of shortages, surpluses and government-enforced controls on prices.

2. Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers and investors.

3. Explain the impact of inflation on economic behavior.

Production, Distribution and Consumption 4. Describe the functions of the components that make up an economic system and describe the relationships among them including:

- a. Business;
- b. Productive resources;
- c. Financial institutions;
- d. Government;
- e. Consumers.

ACADEMIC CONTENT STANDARDS

5. Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market.
6. Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the:
 - a. Consumer Price Index;
 - b. Unemployment rate;
 - c. Gross Domestic Product (GDP).

- Markets*
7. Explain how countries use their comparative advantage to produce goods and services for trade with other countries.
 8. Explain the effects of specialization, interdependence and trade on the United States and other countries.
 9. Explain how changes in exchange rates affect consumers and producers.

- Government and the Economy*
10. Analyze issues related to the use of different types of taxes to fund public goods and services including:
 - a. Proportional tax;
 - b. Progressive tax;
 - c. Regressive tax.

- Personal Finance*
11. Explain why incomes will differ in the labor market depending on supply and demand for skills, abilities and education levels.
 12. Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.
 13. Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources including:
 - a. Budgets;
 - b. Savings;
 - c. Investments;
 - d. Credit;
 - e. Philanthropy.
 14. Describe how interest rates affect savers and borrowers.

Grade Twelve

- Scarcity and Resource Allocation*
1. Compare how values and beliefs influence economic decisions in different communities.

ACADEMIC CONTENT STANDARDS

2. Explain the impact of marginal cost/marginal benefit analysis on decision-making.
3. Select a current issue; identify the costs and benefits of various choices to determine the impact of personal and social economic decisions on the allocation of productive resources.

Production, Distribution and Consumption

4. Use the circular flow model to explain the flow of money, goods, services and productive resources in the economy.

Markets

5. Identify reasons for and the impacts of multinational economic organizations:
 - a. Organization of the Petroleum Exporting Countries (OPEC);
 - b. European Monetary Union;
 - c. North American Free Trade Agreement (NAFTA);
 - d. World Trade Organization (WTO);
 - e. World Bank.

Government and the Economy

6. Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences.
7. Identify public policies that may cost more than the benefits they generate, assess who enjoys the benefits, who bears the cost and explain why the policies exist.

K-12 Social Studies Grade-Level Indicators



Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Kindergarten

Role of Government

1. Identify authority figures in the home, school and community.
2. Recognize symbols of the United States that represent its democracy and values including:
 - a. The national flag;
 - b. The Pledge of Allegiance.

Rules and Laws

3. Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community.

Grade One

Role of Government

1. Recognize the role of authority figures in providing for the safety and security of individuals.
2. Explain how voting can be used to make group decisions.
3. Recognize symbols of the United States that represent its democracy and values including:
 - a. The bald eagle;
 - b. The White House;
 - c. The Statue of Liberty;
 - d. The national anthem.

Rules and Laws

4. Recognize the need for rules in different settings and the need for fairness in such rules.
5. Discuss the consequences of violating rules.

ACADEMIC CONTENT STANDARDS

Grade Two

- Role of Government*
1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.
 2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including:
 - a. Making and enforcing laws;
 - b. Providing leadership;
 - c. Providing services;
 - d. Resolving disputes.
 3. Explain the importance of landmarks in the United States and the ideals that they represent including:
 - a. The Washington Monument;
 - b. The Jefferson Memorial;
 - c. The Lincoln Memorial.
- Rules and Laws*
4. Explain the purpose of rules in the workplace.
 5. Predict the consequences of following rules or violating rules in different settings.

Grade Three

- Role of Government*
1. Explain the major functions of local government including:
 - a. Promoting order and security;
 - b. Making laws;
 - c. Settling disputes;
 - d. Providing public services;
 - e. Protecting the rights of individuals.
 2. Explain the structure of local governments and identify local leaders (e.g., township trustees, county commissioners, city council members or mayor).
 3. Identify the location of local government buildings and explain the functions of government that are carried out there.
 4. Identify goods and services provided by local government, why people need them and the source of funding (taxation).
 5. Define power and authority.

ACADEMIC CONTENT STANDARDS

6. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).

Grade Four

- Role of Government*
1. Explain major responsibilities of each of the three branches of government in Ohio:
 - a. The legislative branch, headed by the General Assembly, makes state laws.
 - b. The executive branch, headed by the governor, carries out and enforces laws made by the General Assembly.
 - c. The judicial branch, headed by the Ohio Supreme Court, interprets and applies the law.
 2. Explain why elections are used to select leaders and decide issues.

- Rules and Laws*
3. Explain the purpose of a democratic constitution:
 - a. To provide a framework for a government;
 - b. To limit the power of government;
 - c. To define the authority of elected officials.
 4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

Grade Five

- Role of Government*
1. Explain major responsibilities of each of the three branches of the U.S. government:
 - a. The legislative branch, headed by Congress, passes laws.
 - b. The executive branch, headed by the president, carries out and enforces the laws made by Congress.
 - c. The judicial branch, headed by the Supreme Court, interprets and applies the law.

ACADEMIC CONTENT STANDARDS

2. Explain the essential characteristics of American democracy including:
 - a. The people are the source of the government's authority.
 - b. All citizens have the right and responsibility to vote and influence the decisions of the government.
 - c. The government is run directly by the people or through elected representatives.
 - d. The powers of government are limited by law.
 - e. Basic rights of individuals are guaranteed by the Constitution.

Rules and Laws 3. Explain the significance of the Declaration of Independence and the U.S. Constitution.

Grade Six

- Role of Government*
1. Explain reasons for the creation of governments such as:
 - a. Protecting lives, liberty and property;
 - b. Providing services that individuals cannot provide for themselves.
 2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.
 3. Explain the ways that countries interact with each other including:
 - a. Diplomacy;
 - b. Treaties;
 - c. International meetings and exchanges (e.g., United Nations);
 - d. Military conflict.

Systems of Government 4. Describe the defining characteristics of democracies, monarchies and dictatorships.

Grade Seven

- Systems of Government*
1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today.

ACADEMIC CONTENT STANDARDS

2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.

Grade Eight

Role of Government

1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.
2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:
 - a. Payment of debt;
 - b. Establishment of a national bank;
 - c. Strict or loose interpretation of the Constitution;
 - d. Support for England or France.

Rules and Laws

3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:
 - a. Shays's Rebellion;
 - b. Economic instability;
 - c. Government under the Articles of Confederation.
4. Explain the political concepts expressed in the U.S. Constitution:
 - a. Representative democracy;
 - b. Federalism;
 - c. Bicameralism;
 - d. Separation of powers;
 - e. Checks and balances.
5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.
6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:
 - a. Freedom of religion, speech, press, assembly and petition;
 - b. Right to trial by jury and the right to counsel;
 - c. Due process and equal protection of the laws.

ACADEMIC CONTENT STANDARDS

7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.
8. Describe the process by which a bill becomes a law.

Grade Nine

Systems of Government

1. Explain how various systems of governments acquire, use and justify their power.
2. Analyze the purposes, structures and functions of various systems of government including:
 - a. Absolute monarchies;
 - b. Constitutional monarchies;
 - c. Parliamentary democracies;
 - d. Presidential democracies;
 - e. Dictatorships;
 - f. Theocracies.

Grade Ten

Rules and Laws

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

Grade Eleven

Role of Government

1. Analyze the actions of the U.S. government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good.
2. Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.
3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights.

ACADEMIC CONTENT STANDARDS

4. Describe the changing relationship among the levels of government in the U.S. federal system, and evaluate applications of the principle of federalism for serving the public good and protecting individual rights.
5. Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of the government.
6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution.

Rules and Laws

7. Explain the philosophical foundations of the American political system as outlined in the Declaration of Independence, the U.S. Constitution and the Federalist Papers with emphasis on the basic principles of natural rights.
8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on:
 - a. Concurrent powers;
 - b. Reserved powers;
 - c. Implied powers;
 - d. Expressed powers.
9. Explain how interpretations of the basic principles found in the U.S. Constitution have changed over time.
10. Explain the importance of the privilege of habeas corpus and the constitutional prohibitions against bills of attainder and ex post facto laws.

Systems of Government

11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process.
12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on:
 - a. Appointments;
 - b. Primary and general elections;
 - c. The Electoral College;
 - d. Recall;
 - e. Impeachment.
13. Explain the use of the initiative and referendum in the government of Ohio.

ACADEMIC CONTENT STANDARDS

Grade Twelve

- | | |
|------------------------------|--|
| <i>Role of Government</i> | 1. Identify and analyze an issue related to domestic or foreign policy in the United States (e.g., human rights, intervention in conflicts between other countries, or health care). |
| | 2. Explain how individuals and groups, both governmental and non-governmental, influence domestic and foreign policy and evaluate how these actions reflect characteristics of American democracy. |
| <i>Rules and Laws</i> | 3. Explain the key arguments made for and against the ratification of the Constitution and illustrate how those arguments influence contemporary political debate. |
| <i>Systems of Government</i> | 4. Identify and analyze issues related to the election process in the United States (e.g., election board policies, technology used in elections, media reporting of election results). |

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Grade-Level Indicators

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Kindergarten

Participation 1. Participate and cooperate in classroom activities.

Rights and Responsibilities 2. Take personal responsibility to follow directions and rules.

3. Demonstrate the ability to make choices and take responsibility for personal actions.

4. Discuss the attributes and actions of a good citizen with emphasis on:

- a. Trust;
- b. Respect;
- c. Honesty;
- d. Responsibility;
- e. Fairness;
- f. Compassion;
- g. Self-control.

Grade One

Participation 1. Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.

Rights and Responsibilities 2. Demonstrate self-direction in school tasks.

3. Demonstrate accountability for actions.

4. Demonstrate pride in personal accomplishments.

5. Demonstrate citizenship traits including:
a. Trustworthiness;



ACADEMIC CONTENT STANDARDS

- b. Fairness;
- c. Self-control;
- d. Respect for those in authority.

Grade Two

- Participation* 1. Demonstrate skills and explain the benefits of cooperation when working in group settings:
- a. Manage conflict peacefully;
 - b. Display courtesy;
 - c. Respect others.

- Rights and Responsibilities* 2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).
3. Demonstrate citizenship traits including:
- a. Honesty;
 - b. Self-assurance;
 - c. Respect for the rights of others;
 - d. Persistence;
 - e. Patriotism.

Grade Three

- Participation* 1. Describe how people help to make the community a better place in which to live including:
- a. Working to preserve the environment;
 - b. Helping the homeless;
 - c. Restoring houses in low-income areas;
 - d. Supporting education;
 - e. Planning community events;
 - f. Starting a business.
2. Demonstrate effective citizenship traits including:
- a. Civility;
 - b. Respect for the rights and dignity of each person;
 - c. Volunteerism;
 - d. Compromise;
 - e. Compassion;
 - f. Persistence in achieving goals;

ACADEMIC CONTENT STANDARDS

- g. Civic-mindedness.

Rights and Responsibilities

3. Describe the responsibilities of citizenship with emphasis on:
 - a. Voting;
 - b. Obeying laws;
 - c. Respecting the rights of others;
 - d. Being informed about current issues;
 - e. Paying taxes.

Grade Four

Participation

1. Describe the ways in which citizens can promote the common good and influence their government including:
 - a. Voting;
 - b. Communicating with officials;
 - c. Participating in civic and service organizations;
 - d. Performing voluntary service.

Rights and Responsibilities

2. Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.
3. Explain the importance of leadership and public service.
4. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

Grade Five

Participation

1. Explain how an individual acquires U.S. citizenship:
 - a. Birth;
 - b. Naturalization.

Rights and Responsibilities

2. Explain the obligations of upholding the U.S. Constitution including:
 - a. Obeying laws;
 - b. Paying taxes;
 - c. Serving on juries;
 - d. Registering for selective service.

ACADEMIC CONTENT STANDARDS

3. Explain the significance of the rights that are protected by the First Amendment including:
 - a. Freedom of religion;
 - b. Freedom of speech;
 - c. Freedom of the press;
 - d. Right of petition and assembly.

Grade Six

- Participation* 1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.

- Rights and Responsibilities* 2. Compare the rights and responsibilities of citizens living under various systems of government.

Grade Seven

- Participation* 1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy.

- Rights and Responsibilities* 2. Describe the rights found in the Magna Carta and show connections to rights Americans have today.

Grade Eight

- Participation* 1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:
 - a. The Sons of Liberty and Committees of Correspondence/American independence;
 - b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:
 - a. Nominating conventions;
 - b. Expansion of the franchise;
 - c. Active campaigning.

- Rights and Responsibilities* 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:

ACADEMIC CONTENT STANDARDS

- a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner;
 - b. State constitutional conventions and the disenfranchisement of free blacks;
 - c. Jackson and his role in Indian removal;
 - d. Frederick Douglass and the abolitionist movement;
 - e. Elizabeth Cady Stanton and women's rights.
4. Show connections between the rights and responsibilities of citizenship including:
- a. Voting and staying informed on issues;
 - b. Being tried by a jury and serving on juries;
 - c. Having rights and respecting the rights of others.

Grade Nine

- Participation*
- 1. Analyze and evaluate the influence of various forms of citizen action on public policy including:
 - a. The French Revolution;
 - b. The international movement to abolish the slave trade and slavery;
 - c. The Russian Revolution;
 - d. The independence movement in India;
 - e. The fall of communism in Europe;
 - f. The end of apartheid.
 - 2. Describe and compare opportunities for citizen participation under different systems of government including:
 - a. Absolute monarchies;
 - b. Constitutional monarchies;
 - c. Parliamentary democracies;
 - d. Presidential democracies;
 - e. Dictatorships;
 - f. Theocracies.
 - 3. Analyze how governments and other groups have used propaganda to influence public opinion and behavior.

ACADEMIC CONTENT STANDARDS

Grade Ten

- Participation*
1. 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:
 - a. Extension of suffrage;
 - b. Labor legislation;
 - c. Civil rights legislation;
 - d. Military policy;
 - e. Environmental legislation;
 - f. Business regulation;
 - g. Educational policy.

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

- Rights and Responsibilities*
3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:
 - a. Clear and present danger;
 - b. Compelling government interest;
 - c. National security;
 - d. Libel or slander;
 - e. Public safety;
 - f. Equal opportunity.
 4. Analyze instances in which the rights of individuals were restricted including:
 - a. Conscientious objectors in World War I;
 - b. Immigrants during the Red Scare;
 - c. Intellectuals and artists during the McCarthy Era;
 - d. African-Americans during the civil rights movement.

ACADEMIC CONTENT STANDARDS

Grade Eleven

- Participation*
1. Analyze historical and contemporary examples of citizen movements to bring about political change (e.g., Mothers Against Drunk Driving [MADD], NOW, Common Cause, NAACP and Eagle Forum).
 2. Choose an effective method of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances.
 3. Explain how an individual participates in primary and general elections including:
 - a. Registering to vote;
 - b. Identifying the major duties, responsibilities and qualifications required for a particular position;
 - c. Becoming informed about candidates and issues;
 - d. Declaring or changing party affiliation;
 - e. Obtaining, marking and depositing a ballot.

- Rights and Responsibilities*
4. Compare the rights of citizens and resident aliens.
 5. Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through:
 - a. Legislation;
 - b. The role of the judiciary in upholding rights;
 - c. The role of citizens exercising their rights.
 6. Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy including:
 - a. Behaving in a civil manner;
 - b. Being fiscally responsible;
 - c. Accepting responsibility for the consequences of one's actions;
 - d. Practicing civil discourse;
 - e. Becoming informed on public issues;
 - f. Voting;
 - g. Taking action on public issues;
 - h. Providing public service;
 - i. Serving on juries.

ACADEMIC CONTENT STANDARDS

Grade Twelve

Participation

1. Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic:
 - a. Persuasive speech;
 - b. Panel discussion;
 - c. Debate.
2. Evaluate policies that have been proposed as ways of dealing with social changes resulting from new technologies (e.g., censorship of the media, intellectual property rights, or organ donation).
3. Analyze relationships and tensions between national sovereignty and international accords and organizations (e.g., international agreements on environmental issues, trade agreements, arms agreements, European Union or NATO).
4. Explain and demonstrate knowledge of federal and Ohio freedom of information and open meeting laws.
5. Explain how to file a request for public information using either the appropriate federal or Ohio freedom of information statute.
6. Prepare a plan of action that defines a community issue and suggest alternative solutions or courses of action based on appropriate criteria.
7. Analyze the causes, consequences and possible solutions to persistent, contemporary and emerging world problems (e.g., health, security, resource allocation, economic development or environmental quality).
8. Analyze how democracy, the free flow of information, global economic interdependence, or human rights movements can cause change within a country.

Rights and Responsibilities

9. Compare elements, proceedings and decisions related to the right to a fair trial in criminal and civil courts and describe alternatives to litigation for maintaining order and resolving conflicts within the U.S. legal system including:
 - a. Mediation;
 - b. Arbitration;
 - c. Alternative dispute resolution;
 - d. Plea-bargaining.

K-12 Social Studies Grade-Level Indicators



Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Kindergarten

- | | |
|----------------------------------|---|
| <i>Obtaining Information</i> | 1. Listen for information. |
| <i>Thinking and Organizing</i> | 2. Sort objects or pictures according to appropriate criteria. |
| | 3. Compare similarities and differences among objects or pictures. |
| <i>Communicating Information</i> | 4. Communicate information. |
| <i>Problem Solving</i> | 5. Work with others by sharing, taking turns and raising hand to speak. |

Grade One

- | | |
|----------------------------------|---|
| <i>Obtaining Information</i> | 1. Obtain information about a topic using a variety of oral and visual sources. |
| <i>Thinking and Organizing</i> | 2. Sequence information. |
| | 3. Determine categories for sorting information. |
| | 4. Identify main ideas from oral, visual and print sources. |
| <i>Communicating Information</i> | 5. Communicate information orally or visually. |
| <i>Problem Solving</i> | 6. Display courtesy and respect for others in group settings including: <ul style="list-style-type: none"> a. Staying on the topic; b. Focusing attention on the speaker. |

ACADEMIC CONTENT STANDARDS

Grade Two

Obtaining Information

1. Obtain information from oral, visual and print sources.
2. Identify sources used to gather information:
 - a. People;
 - b. Printed materials;
 - c. Electronic sources.

Thinking and Organizing

3. Predict the next event in a sequence.
4. Distinguish the difference between fact and fiction in oral, visual and print materials.

Communicating Information

5. Communicate information in writing.

Problem Solving

6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

Grade Three

Obtaining Information

1. Obtain information about local issues from a variety of sources including:
 - a. Maps;
 - b. Photos;
 - c. Oral histories;
 - d. Newspapers;
 - e. Letters;
 - f. Artifacts;
 - g. Documents.
2. Locate information using various parts of a source including:
 - a. The table of contents;
 - b. Title page;
 - c. Illustrations;
 - d. Keyword searches.

Thinking and Organizing

3. Identify possible cause and effect relationships.
4. Read and interpret pictographs, bar graphs and charts.

ACADEMIC CONTENT STANDARDS

*Communicating
Information*

5. Communicate information using pictographs and bar graphs.

Problem Solving

6. Use a problem-solving/ decision-making process which includes:

- Identifying a problem;
- Gathering information;
- Listing and considering options;
- Considering advantages and disadvantages of options;
- Choosing and implementing a solution.

Grade Four

*Obtaining
Information*

1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic:

- Atlases;
- Encyclopedias;
- Dictionaries;
- Newspapers;
- Multimedia/Electronic sources.

2. Use a glossary and index to locate information.

3. Use primary and secondary sources to answer questions about Ohio history.

4. Describe how archaeologists and historians study and interpret the past.

*Thinking and
Organizing*

5. Identify main ideas and supporting details from factual information.

6. Distinguish between fact and opinion.

7. Read and interpret pictographs, bar graphs, line graphs and tables.

8. Formulate a question to focus research.

*Communicating
Information*

9. Communicate relevant information in a written report including the acknowledgement of sources.

Problem Solving

10. Use a problem-solving/ decision-making process which includes:

- Identifying a problem;
- Gathering information;

ACADEMIC CONTENT STANDARDS

- c. Listing and considering options;
- d. Considering advantages and disadvantages of options;
- e. Choosing and implementing a solution;
- f. Developing criteria for judging its effectiveness.

Grade Five

Obtaining Information

1. Obtain information from a variety of print and electronic sources and analyze its reliability including:
 - a. Accuracy of facts;
 - b. Credentials of the source.
2. Locate information in a variety of sources using key words, related articles and cross-references.
3. Differentiate between primary and secondary sources.

Thinking and Organizing

4. Read information critically in order to identify:
 - a. The author;
 - b. The author's perspective;
 - c. The purpose.
5. Compare points of agreement and disagreement among sources.
6. Draw inferences from relevant information.
7. Organize key ideas by taking notes that paraphrase or summarize.

Communicating Information

8. Communicate research findings using line graphs and tables.

Problem Solving

9. Use a problem-solving/decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. Considering advantages and disadvantages of options;
 - e. Choosing and implementing a solution;
 - f. Developing criteria for judging its effectiveness;
 - g. Evaluating the effectiveness of the solution.

ACADEMIC CONTENT STANDARDS

Grade Six

Obtaining Information

1. Use multiple sources to define essential vocabulary and obtain information for a research project including:
 - a. Almanacs;
 - b. Gazetteers;
 - c. Trade books;
 - d. Periodicals;
 - e. Video tapes;
 - f. Electronic sources.

Thinking and Organizing

2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
3. Organize information using outlines and graphic organizers.
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

Communicating Information

5. Complete a research project that includes a bibliography.
6. Communicate a position on a topic orally or in writing and support the position with evidence.

Problem Solving

7. Work effectively to achieve group goals:
 - a. Engage in active listening;
 - b. Provide feedback in a constructive manner;
 - c. Help establish group goals;
 - d. Take various roles within the group;
 - e. Recognize contributions of others.

Grade Seven

Thinking and Organizing

1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Communicating Information

2. Compare multiple viewpoints and frames of reference related to important events in world history.

Problem Solving

3. Establish guidelines, rules and time lines for group work.

ACADEMIC CONTENT STANDARDS

4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

Grade Eight

Obtaining Information

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

Communicating Information

2. Construct a historical narrative using primary and secondary sources.
3. Write a position paper or give an oral presentation that includes citation of sources.

Problem Solving

4. Organize and lead a discussion.
5. Identify ways to manage conflict within a group.

Grade Nine

Thinking and Organizing

1. Detect bias and propaganda in primary and secondary sources of information.
2. Evaluate the credibility of sources for:
 - a. Logical fallacies;
 - b. Consistency of arguments;
 - c. Unstated assumptions;
 - d. Bias.
3. Analyze the reliability of sources for:
 - a. Accurate use of facts;
 - b. Adequate support of statements;
 - c. Date of publication.

Communicating Information

4. Develop and present a research project including:
 - a. Collection of data;
 - b. Narrowing and refining the topic;
 - c. Construction and support of the thesis.

Grade Ten

Thinking and Organizing

1. Determine the credibility of sources by considering the following:
 - a. The qualifications and reputation of the writer;
 - b. Agreement with other credible sources;
 - c. Recognition of stereotypes;

ACADEMIC CONTENT STANDARDS

- d. Accuracy and consistency of sources;
- e. The circumstances in which the author prepared the source.

2. Critique evidence used to support a thesis.

*Communicating
Information*

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

Grade Eleven

*Obtaining
Information*

- 1. Identify a current public policy issue and arguments relative to the issue.
- 2. Determine criteria by which arguments will be judged.
- 3. Identify advocacy groups and obtain public policy information they produce.
- 4. Adjust a research question or topic based on information obtained while conducting research.

*Thinking and
Organizing*

- 5. Choose a position on an issue and develop a rationale for that position.
- 6. Critique the conclusions drawn from survey and research data by questioning:
 - a. Sample size;
 - b. Demographics;
 - c. The sponsoring organization;
 - d. Logic of the conclusions reached.

*Communicating
Information*

7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).

Problem Solving

8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences.

Grade Twelve

*Obtaining
Information*

1. Obtain and evaluate information from public records and other resources related to a public policy issue.

*Thinking and
Organizing*

- 2. Construct an action plan for presenting a position to the appropriate decision-making body.
- 3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.

ACADEMIC CONTENT STANDARDS

Communicating Information

4. Develop a research project and make formal presentations to the class and/or community members using:
 - a. Key terms;
 - b. Support for main ideas;
 - c. Examples;
 - d. Statistics and other evidence;
 - e. Visual aids;
 - f. Formal citation of sources.
5. Respond to questions and feedback about presentations knowledgeably and civilly.

Problem Solving

6. Build consensus within a group by:
 - a. Finding points of agreement;
 - b. Identifying points individuals are willing to concede;
 - c. Making sure that all voices are heard;
 - d. Attempting to understand the view of others.
7. Engage in group work on issues-analysis and decision-making:
 - a. Identify a problem or dilemma;
 - b. Analyze the interests, values and points of view;
 - c. Identify causes of the problem or dilemma;
 - d. Propose alternative solutions;
 - e. Formulate a position or course of action;
 - f. Evaluate the consequences of the action taken.

K-12 Social Studies

Benchmarks and Indicators by Grade Level



ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the K-2 program:

K

1

2

History	People in Societies
A. Use a calendar to determine the day, week, month and year. B. Place events in correct order on a time line. C. Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places. D. Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.	A. Identify practices and products of diverse cultures. B. Identify ways that different cultures within the United States and the world have shaped our national heritage.

Notes:

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the K-2 program:

Geography	Economics
A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations. B. Identify physical and human features of places. C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.	A. Explain how the scarcity of resources requires people to make choices to satisfy their wants. B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services. C. Explain ways that people may obtain goods and services.

Notes:

K

1

2

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the K-2 program:

K

1

2

Government	Citizenship Rights and Responsibilities
A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority. B. Recognize and explain the importance of symbols and landmarks of the United States. C. Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.	A. Describe the results of cooperation in group settings and demonstrate the necessary skills. B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions.

Notes:

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the K-2 program:

Social Studies Skills and Methods
A. Obtain information from oral, visual, print and electronic sources.
B. Predict outcomes based on factual information.
C. Communicate information orally, visually or in writing.
D. Identify a problem and work in groups to solve it.

K

1

2

Notes:

Kindergarten



History

- Chronology*
1. Recite the days of the week.
 2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.
 3. Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).
- Heritage*
4. Recognize state and federal holidays and explain their significance.
 5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.

People in Societies

- Cultures*
1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.
- Diffusion*
2. Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.

Geography

- Location*
1. Identify and correctly use terms related to location, direction and distance including:
 - a. Up/Down;
 - b. Over/Under;
 - c. Here/There;
 - d. Front/Back;
 - e. Behind/In front of.
 2. Recite home address.
 3. Make models and maps representing real places including the classroom.
 4. Distinguish between land and water on maps and globes.
- Places and Regions*
5. Demonstrate familiarity with the school's layout.
 6. Describe the immediate surroundings of home (e.g., streets, buildings, fields, woods or lakes).

ACADEMIC CONTENT STANDARDS

- Human
Environmental
Interaction* 7. Identify key natural resources that are used in the students' daily lives.

Economics

- Scarcity and
Resource Allocation* 1. Recognize that people have many wants.
2. Explain how people make decisions in order to satisfy their wants.
- Production,
Distribution and
Consumption* 3. Identify goods and services.

Government

- Role of Government* 1. Identify authority figures in the home, school and community.
2. Recognize symbols of the United States that represent its democracy and values including:
a. The national flag;
b. The Pledge of Allegiance.
- Rules and Laws* 3. Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community.

Citizenship Rights and Responsibilities

- Participation* 1. Participate and cooperate in classroom activities.
- Rights and
Responsibilities* 2. Take personal responsibility to follow directions and rules.
3. Demonstrate the ability to make choices and take responsibility for personal actions.
4. Discuss the attributes and actions of a good citizen with emphasis on:
a. Trust;
b. Respect;
c. Honesty;
d. Responsibility;
e. Fairness;
f. Compassion;
g. Self-control.

ACADEMIC CONTENT STANDARDS

Social Studies Skills and Methods



- | | |
|--------------------------------------|---|
| <i>Obtaining
Information</i> | 1. Listen for information. |
| <i>Thinking and
Organizing</i> | 2. Sort objects or pictures according to appropriate criteria. |
| | 3. Compare similarities and differences among objects or pictures. |
| <i>Communicating
Information</i> | 4. Communicate information. |
| <i>Problem Solving</i> | 5. Work with others by sharing, taking turns and raising hand to speak. |

ACADEMIC CONTENT STANDARDS

Grade One

History

- Chronology*
1. Recite the months of the year.
 2. Place events from one's own life in chronological order.
 3. Distinguish among past, present and future.
- Daily Life*
4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.
 5. Compare past and present, near and far, with emphasis on daily life including:
 - a. The roles of men, women and children;
 - b. The identification of basic human needs;
 - c. Various ways people meet human needs.
- Heritage*
6. Relate stories of the heroism and the achievements of the people associated with state and federal holidays.

People in Societies

- Cultures*
1. Describe similarities and differences in the ways different cultures meet common human needs including:
 - a. Food;
 - b. Clothing;
 - c. Shelter;
 - d. Language;
 - e. Artistic expressions.
- Diffusion*
2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.
 3. Describe family and local community customs and traditions.
 4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.

ACADEMIC CONTENT STANDARDS

Geography

- 1**
- Location* 1. Identify and correctly use terms related to location, direction and distance including:
- Left/Right;
 - Near/Far.
2. Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood).
3. Identify and use symbols to locate places of significance on maps and globes.
4. Locate the local community, state and the United States on maps or globes.
- Places and Regions* 5. Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community.
6. Compare areas within the local community to identify similarities.
- Human Environmental Interaction* 7. Describe human adaptations to variations in the physical environment including:
- Food;
 - Clothing;
 - Shelter;
 - Transportation;
 - Recreation.

Economics

- Scarcity and Resource Allocation* 1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.
- Production, Distribution and Consumption* 2. Describe the ways people produce, consume and exchange goods and services in their community.
- Markets* 3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.

Government

- Role of Government* 1. Recognize the role of authority figures in providing for the safety and security of individuals.

ACADEMIC CONTENT STANDARDS

2. Explain how voting can be used to make group decisions.
3. Recognize symbols of the United States that represent its democracy and values including:
 - a. The bald eagle;
 - b. The White House;
 - c. The Statue of Liberty;
 - d. The national anthem.

- Rules and Laws*
4. Recognize the need for rules in different settings and the need for fairness in such rules.
 5. Discuss the consequences of violating rules.

Citizenship Rights and Responsibilities

- Participation*
1. Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.

- Rights and Responsibilities*
2. Demonstrate self-direction in school tasks.
 3. Demonstrate accountability for actions.
 4. Demonstrate pride in personal accomplishments.
 5. Demonstrate citizenship traits including:
 - a. Trustworthiness;
 - b. Fairness;
 - c. Self-control;
 - d. Respect for those in authority.

Social Studies Skills and Methods

- Obtaining Information*
1. Obtain information about a topic using a variety of oral and visual sources.
- Thinking and Organizing*
2. Sequence information.
 3. Determine categories for sorting information.
 4. Identify main ideas from oral, visual and print sources.
- Communicating Information*
5. Communicate information orally or visually.
- Problem Solving*
6. Display courtesy and respect for others in group settings including:
 - a. Staying on the topic;
 - b. Focusing attention on the speaker.

ACADEMIC CONTENT STANDARDS

Grade Two

History

- Chronology*
1. Measure calendar time by days, weeks, months and years.
 2. List the days of the week and months of the year in order.
 3. Place a series of related events in chronological order on a time line.

- Daily Life*
4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.
 5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.

- Heritage*
6. Identify and describe examples of how science and technology have changed the daily lives of people and compare:
 - a. Forms of communication from the past and present;
 - b. Forms of transportation from the past and present.
 7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:
 - a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.);
 - b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong).

People in Societies

- Cultures*
1. Describe the cultural practices and products of people on different continents.
- Diffusion*
2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
 3. Explain how contributions of different cultures within the United States have influenced our common national heritage.

ACADEMIC CONTENT STANDARDS

4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.

Geography

- Location*
1. Read and interpret a variety of maps.
 2. Construct a map that includes a map title and key that explains all symbols that are used.
 3. Name and locate the continents and oceans.

- Places and Regions*
4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.

- Human Environmental Interaction*
5. Compare how land is used in urban, suburban and rural environments.
 6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.

Economics

- Scarcity and Resource Allocation*
1. Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel).

- Production, Distribution and Consumption*
2. Explain how people are both buyers and sellers of goods and services.
 3. Recognize that most people work in jobs in which they produce a few special goods or services.
 4. Explain why people in different parts of the world earn a living in a variety of ways.

- Markets*
5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.

Government

- Role of Government*
1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.

ACADEMIC CONTENT STANDARDS

2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including:

- a. Making and enforcing laws;
- b. Providing leadership;
- c. Providing services;
- d. Resolving disputes.

3. Explain the importance of landmarks in the United States and the ideals that they represent including:

- a. The Washington Monument;
- b. The Jefferson Memorial;
- c. The Lincoln Memorial.

Rules and Laws

4. Explain the purpose of rules in the workplace.

5. Predict the consequences of following rules or violating rules in different settings.

Citizenship Rights and Responsibilities

Participation

1. Demonstrate skills and explain the benefits of cooperation when working in group settings:

- a. Manage conflict peacefully;
- b. Display courtesy;
- c. Respect others.

Rights and Responsibilities

2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).

3. Demonstrate citizenship traits including:

- a. Honesty;
- b. Self-assurance;
- c. Respect for the rights of others;
- d. Persistence;
- e. Patriotism.

Social Studies Skills and Methods

Obtaining Information

1. Obtain information from oral, visual and print sources.

ACADEMIC CONTENT STANDARDS

2. Identify sources used to gather information:

- a. People;
- b. Printed materials;
- c. Electronic sources.

*Thinking and
Organizing*

3. Predict the next event in a sequence.

4. Distinguish the difference between fact and fiction in oral, visual and print materials.

*Communicating
Information*

5. Communicate information in writing.

Problem Solving

6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 3-5 program:

History	People in Societies
A. Construct time lines to demonstrate an understanding of units of time and chronological order. B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. C. Explain how new developments led to the growth of the United States.	A. Compare practices and products of North American cultural groups. B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Notes:

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 3-5 program:

Geography	Economics
A. Use map elements or coordinates to locate physical and human features of North America. B. Identify the physical and human characteristics of places and regions in North America. C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences. D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.	A. Explain the opportunity costs involved in the allocation of scarce productive resources. B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services. C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.

3

4

5

Notes:

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 3-5 program:

Government	Citizenship Rights and Responsibilities
A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary. B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.	A. Explain how citizens take part in civic life in order to promote the common good. B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

Notes:

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 3-5 program:

Social Studies Skills and Methods
A. Obtain information from a variety of primary and secondary sources using the component parts of the source.
B. Use a variety of sources to organize information and draw inferences.
C. Communicate social studies information using graphs or tables.
D. Use problem-solving skills to make decisions individually and in groups.

Notes:

3

4

5

ACADEMIC CONTENT STANDARDS

Grade Three

History

- Chronology*
1. Define and measure time by years, decades and centuries.
 2. Place local historical events in sequential order on a time line.
- Growth*
3. Describe changes in the community over time including changes in:
 - a. Businesses;
 - b. Architecture;
 - c. Physical features;
 - d. Employment;
 - e. Education;
 - f. Transportation;
 - g. Technology;
 - h. Religion;
 - i. Recreation.

People in Societies

- Cultures*
1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
 - a. Artistic expression;
 - b. Religion;
 - c. Language;
 - d. Food.
 2. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.
- Interaction*
3. Describe settlement patterns of various cultural groups within the local community.

Geography

- Location*
1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.

ACADEMIC CONTENT STANDARDS

2. Use a compass rose and cardinal directions to describe the relative location of places.
3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.
4. Use a number/letter grid system to locate physical and human features on a map.
5. Identify the location of the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.

Places and Regions

6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community.

Human Environmental Interaction

7. Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.

Movement

8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

Economics

Scarcity and Resource Allocation

1. Define opportunity cost and give an example of the opportunity cost of a personal decision.

Production, Distribution and Consumption

2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.
3. Categorize economic activities as examples of production or consumption.
4. Explain the advantages and disadvantages of specialization and the division of labor to produce items.

Markets

5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.
6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.
7. Identify examples of economic competition in the local community.

ACADEMIC CONTENT STANDARDS

Government

- Role of Government*
1. Explain the major functions of local government including:
 - a. Promoting order and security;
 - b. Making laws;
 - c. Settling disputes;
 - d. Providing public services;
 - e. Protecting the rights of individuals.
 2. Explain the structure of local governments and identify local leaders (e.g., township trustees, county commissioners, city council members or mayor).
 3. Identify the location of local government buildings and explain the functions of government that are carried out there.
 4. Identify goods and services provided by local government, why people need them and the source of funding (taxation).
 5. Define power and authority.
 6. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).

Citizenship Rights and Responsibilities

- Participation*
1. Describe how people help to make the community a better place in which to live including:
 - a. Working to preserve the environment;
 - b. Helping the homeless;
 - c. Restoring houses in low-income areas;
 - d. Supporting education;
 - e. Planning community events;
 - f. Starting a business.
 2. Demonstrate effective citizenship traits including:
 - a. Civility;
 - b. Respect for the rights and dignity of each person;
 - c. Volunteerism;
 - d. Compromise;
 - e. Compassion;
 - f. Persistence in achieving goals;
 - g. Civic-mindedness.

ACADEMIC CONTENT STANDARDS

Rights and Responsibilities

3. Describe the responsibilities of citizenship with emphasis on:
 - a. Voting;
 - b. Obeying laws;
 - c. Respecting the rights of others;
 - d. Being informed about current issues;
 - e. Paying taxes.

Social Studies Skills and Methods

Obtaining Information

1. Obtain information about local issues from a variety of sources including:
 - a. Maps;
 - b. Photos;
 - c. Oral histories;
 - d. Newspapers;
 - e. Letters;
 - f. Artifacts;
 - g. Documents.
2. Locate information using various parts of a source including:
 - a. The table of contents;
 - b. Title page;
 - c. Illustrations;
 - d. Keyword searches.

Thinking and Organizing

3. Identify possible cause and effect relationships.
4. Read and interpret pictographs, bar graphs and charts.

Communicating Information

5. Communicate information using pictographs and bar graphs.

Problem Solving

6. Use a problem-solving/decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. Considering advantages and disadvantages of options;
 - e. Choosing and implementing a solution.

ACADEMIC CONTENT STANDARDS

Grade Four

History

- Chronology* 1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.
- Settlement* 2. Describe the earliest settlements in Ohio including those of prehistoric peoples.
3. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.
- Growth* 4. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.
5. Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.
6. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.

People in Societies

- Cultures* 1. Describe the cultural practices and products of various groups who have settled in Ohio over time:
- The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient);
 - Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware);
 - European immigrants;
 - Amish and Appalachian populations;
 - African-Americans;
 - Recent immigrants from Africa, Asia and Latin America.
- Interaction* 2. Describe the impact of the expansion of European settlements on American Indians in Ohio.

ACADEMIC CONTENT STANDARDS

3. Explain the reasons people came to Ohio including:
 - a. Opportunities in agriculture, mining and manufacturing;
 - b. Family ties;
 - c. Freedom from political and religious oppression.

Geography

- Location*
1. Use a linear scale to measure the distance between places on a map.
 2. Use cardinal and intermediate directions to describe the relative location of places.
 3. Describe the location of Ohio relative to other states and countries.
 4. Use maps to identify the location of major physical and human features of Ohio including:
 - a. Lake Erie;
 - b. Rivers;
 - c. Plains;
 - d. The Appalachian Plateau;
 - e. Bordering states;
 - f. The capital city;
 - g. Other major cities.

4

- Places and Regions*
5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.
 6. Identify manufacturing, agricultural, mining and forestry regions in Ohio.
 7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.

- Human Environmental Interaction*
8. Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.
 9. Identify ways that people have affected the physical environment of Ohio including:
 - a. Use of wetlands;

ACADEMIC CONTENT STANDARDS

- b. Use of forests;
- c. Building farms, towns and transportation systems;
- d. Using fertilizers, herbicides and pesticides;
- e. Building dams.

Movement 10. Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.

Economics

*Scarcity and
Resource Allocation*

1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.
2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.

*Production,
Distribution and
Consumption*

3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.

Markets

4. Explain ways in which individuals and households obtain and use income.
5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.
6. Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries.

Government

Role of Government

1. Explain major responsibilities of each of the three branches of government in Ohio:
 - a. The legislative branch, headed by the General Assembly, makes state laws.
 - b. The executive branch, headed by the governor, carries out and enforces laws made by the General Assembly.
 - c. The judicial branch, headed by the Ohio Supreme Court, interprets and applies the law.
2. Explain why elections are used to select leaders and decide issues.

ACADEMIC CONTENT STANDARDS

Rules and Laws 3. Explain the purpose of a democratic constitution:

- a. To provide a framework for a government;
- b. To limit the power of government;
- c. To define the authority of elected officials.

4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

Citizenship Rights and Responsibilities

Participation 1. Describe the ways in which citizens can promote the common good and influence their government including:

- a. Voting;
- b. Communicating with officials;
- c. Participating in civic and service organizations;
- d. Performing voluntary service.

Rights and Responsibilities 2. Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.

3. Explain the importance of leadership and public service.

4. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

Social Studies Skills and Methods

Obtaining Information 1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic:

- a. Atlases;
- b. Encyclopedias;
- c. Dictionaries;
- d. Newspapers;
- e. Multimedia/Electronic sources.

2. Use a glossary and index to locate information.

3. Use primary and secondary sources to answer questions about Ohio history.

ACADEMIC CONTENT STANDARDS

4. Describe how archaeologists and historians study and interpret the past.

Thinking and Organizing

5. Identify main ideas and supporting details from factual information.

6. Distinguish between fact and opinion.

7. Read and interpret pictographs, bar graphs, line graphs and tables.

8. Formulate a question to focus research.

Communicating Information

9. Communicate relevant information in a written report including the acknowledgement of sources.

Problem Solving

10. Use a problem-solving/decision-making process which includes:

- a. Identifying a problem;
- b. Gathering information;
- c. Listing and considering options;
- d. Considering advantages and disadvantages of options;
- e. Choosing and implementing a solution;
- f. Developing criteria for judging its effectiveness.

ACADEMIC CONTENT STANDARDS

Grade Five

History

- Chronology* 1. Create time lines and identify possible relationships between events.
- Settlement* 2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.
3. Explain why European countries explored and colonized North America.
4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.
5. Explain how the United States became independent from Great Britain.
- Growth* 6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

People in Societies

- Cultures* 1. Compare the cultural practices and products of diverse groups in North America including:
- Artistic expressions;
 - Religion;
 - Language;
 - Food;
 - Clothing;
 - Shelter.
- Interaction* 2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.
3. Describe the experiences of African-Americans under the institution of slavery.
4. Describe the waves of immigration to North America and the areas from which people came in each wave.
5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.

ACADEMIC CONTENT STANDARDS

Geography

- Location*
1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.
 2. Use maps to identify the location of:
 - a. The three largest countries of North America;
 - b. The 50 states of the United States;
 - c. The Rocky and Appalachian mountain systems;
 - d. The Mississippi, Rio Grande and St. Lawrence rivers;
 - e. The Great Lakes.

- Places and Regions*
3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.
 4. Explain how climate is influenced by:
 - a. Earth-sun relationships;
 - b. Landforms;
 - c. Vegetation.
 5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.
 6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including:
 - a. Forests;
 - b. Fertile soil;
 - c. Oil;
 - d. Coal;
 - e. Running water.
 7. Analyze reasons for conflict and cooperation among regions of North America including:
 - a. Trade;
 - b. Environmental issues;
 - c. Immigration.

- Human
Environmental
Interaction*
8. Explain how the characteristics of different physical environments affect human activities in North America.
 9. Analyze the positive and negative consequences of human changes to the physical environment including:

ACADEMIC CONTENT STANDARDS

- a. Great Lakes navigation;
- b. Highway systems;
- c. Irrigation;
- d. Mining;
- e. Introduction of new species.

Movement 10. Use or construct maps of colonization and exploration to explain European influence in North America.

Economics

- Scarcity and Resource Allocation* 1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.
2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.
- Production, Distribution and Consumption* 3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.
- Markets* 4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.
5. Explain the general relationship between supply, demand and price in a competitive market.
6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.
7. Explain why competition among consumers/buyers results in higher product prices.

Government

- Role of Government* 1. Explain major responsibilities of each of the three branches of the U.S. government:
- a. The legislative branch, headed by Congress, passes laws.
 - b. The executive branch, headed by the president, carries out and enforces the laws made by Congress.
 - c. The judicial branch, headed by the Supreme Court, interprets and applies the law.

ACADEMIC CONTENT STANDARDS

2. Explain the essential characteristics of American democracy including:
 - a. The people are the source of the government's authority.
 - b. All citizens have the right and responsibility to vote and influence the decisions of the government.
 - c. The government is run directly by the people or through elected representatives.
 - d. The powers of government are limited by law.
 - e. Basic rights of individuals are guaranteed by the Constitution.

Rules and Laws 3. Explain the significance of the Declaration of Independence and the U.S. Constitution.

Citizenship Rights and Responsibilities

- Participation* 1. Explain how an individual acquires U.S. citizenship:
- a. Birth;
 - b. Naturalization.

- Rights and Responsibilities* 2. Explain the obligations of upholding the U.S. Constitution including:
- a. Obeying laws;
 - b. Paying taxes;
 - c. Serving on juries;
 - d. Registering for selective service.
3. Explain the significance of the rights that are protected by the First Amendment including:
- a. Freedom of religion;
 - b. Freedom of speech;
 - c. Freedom of the press;
 - d. Right of petition and assembly.

Social Studies Skills and Methods

- Obtaining Information* 1. Obtain information from a variety of print and electronic sources and analyze its reliability including:
- a. Accuracy of facts;
 - b. Credentials of the source.
2. Locate information in a variety of sources using key words, related articles and cross-references.

ACADEMIC CONTENT STANDARDS

- 3. Differentiate between primary and secondary sources.
- Thinking and Organizing* 4. Read information critically in order to identify:
 - a. The author;
 - b. The author's perspective;
 - c. The purpose.
- 5. Compare points of agreement and disagreement among sources.
- 6. Draw inferences from relevant information.
- 7. Organize key ideas by taking notes that paraphrase or summarize.
- Communicating Information* 8. Communicate research findings using line graphs and tables.
- Problem Solving* 9. Use a problem-solving/decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. Considering advantages and disadvantages of options;
 - e. Choosing and implementing a solution;
 - f. Developing criteria for judging its effectiveness;
 - g. Evaluating the effectiveness of the solution.

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 6-8 program:

History	People in Societies
A. Interpret relationships between events shown on multiple-tier time lines. B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations. C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe. D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries. E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives. F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution. G. Analyze the causes and consequences of the American Civil War.	A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures. B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict. C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

Notes:

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 6-8 program:

Geography	Economics
A. Identify on a map the location of major physical and human features of each continent. B. Define and identify regions using human and physical characteristics. C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment. D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	A. Explain how the endowment and development of productive resources affect economic decisions and global interactions. B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. C. Identify connections between government policies and the economy.

Notes:

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ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 6-8 program:

Government	Citizenship Rights and Responsibilities
A. Explain why people institute governments, how they influence governments, and how governments interact with each other. B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy. C. Compare the defining characteristics of democracies, monarchies and dictatorships.	A. Show the relationship between civic participation and attainment of civic and public goals. B. Identify historical origins that influenced the rights U.S. citizens have today.

Notes:

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ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 6-8 program:

Social Studies Skills and Methods
A. Analyze different perspectives on a topic obtained from a variety of sources. B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions. C. Present a position and support it with evidence and citation of sources. D. Work effectively in a group.

Notes:

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ACADEMIC CONTENT STANDARDS

Grade Six

History

Chronology 1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.

2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.

Early Civilizations 3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:

- a. Hunting and gathering;
- b. Tool making;
- c. Use of fire;
- d. Domestication of plants and animals;
- e. Organizing societies;
- f. Governance.

4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including:

- a. Location;
- b. Government;
- c. Religion;
- d. Agriculture;
- e. Cultural and scientific contributions.

The First Global Age 5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including:

- a. Location;
- b. Government;
- c. Religion;
- d. Agriculture;
- e. Cultural and scientific contributions.

People in Societies

Cultures 1. Compare the cultural practices and products of the societies studied including:

ACADEMIC CONTENT STANDARDS

- a. Class structure;
 - b. Gender roles;
 - c. Beliefs;
 - d. Customs and traditions.
2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including:
- a. Buddhism;
 - b. Christianity;
 - c. Judaism;
 - d. Hinduism;
 - e. Islam.

- Interaction* 3. Explain factors that foster conflict or cooperation among countries:
- a. Language;
 - b. Religion;
 - c. Types of government;
 - d. Historic relationships;
 - e. Economic interests.

Geography

- Location* 1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.
2. Use coordinates of latitude and longitude to locate points on a world map.

- Places and Regions* 3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including:
- a. Agriculture;
 - b. Mining;
 - c. Fishing;
 - d. Manufacturing.
4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.

ACADEMIC CONTENT STANDARDS

Human Environmental Interaction

5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:
 - a. Bodies of water;
 - b. Landforms;
 - c. Climates;
 - d. Vegetation;
 - e. Weathering;
 - f. Seismic activity.
6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:
 - a. Urbanization;
 - b. Desertification;
 - c. Deforestation.
7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including:
 - a. Dam building;
 - b. Energy production/usage;
 - c. Agriculture;
 - d. Urban growth.

Movement

8. Explain push and pull factors that cause people to migrate from place to place including:
 - a. Oppression/Freedom;
 - b. Poverty/Economic opportunity;
 - c. Cultural ties;
 - d. Political conflicts;
 - e. Environmental factors.
9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.

Economics

Scarcity and Resource Allocation

1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.

ACADEMIC CONTENT STANDARDS

2. Explain that most decisions involve trade-offs and give examples.

Markets 3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.

4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.

5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.

Government and the Economy 6. Distinguish between goods and services typically produced by the private sector and the public sector.

Government

- Role of Government* 1. Explain reasons for the creation of governments such as:
- a. Protecting lives, liberty and property;
 - b. Providing services that individuals cannot provide for themselves.
2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.
 3. Explain the ways that countries interact with each other including:
 - a. Diplomacy;
 - b. Treaties;
 - c. International meetings and exchanges (e.g., United Nations);
 - d. Military conflict.

Systems of Government 4. Describe the defining characteristics of democracies, monarchies and dictatorships.

Citizenship Rights and Responsibilities

- Participation* 1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.

ACADEMIC CONTENT STANDARDS

- Rights and Responsibilities* 2. Compare the rights and responsibilities of citizens living under various systems of government.

Social Studies Skills and Methods

- Obtaining Information* 1. Use multiple sources to define essential vocabulary and obtain information for a research project including:

- a. Almanacs;
- b. Gazetteers;
- c. Trade books;
- d. Periodicals;
- e. Video tapes;
- f. Electronic sources.

- Thinking and Organizing* 2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

3. Organize information using outlines and graphic organizers.

4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

- Communicating Information* 5. Complete a research project that includes a bibliography.

6. Communicate a position on a topic orally or in writing and support the position with evidence.

- Problem Solving* 7. Work effectively to achieve group goals:

- a. Engage in active listening;
- b. Provide feedback in a constructive manner;
- c. Help establish group goals;
- d. Take various roles within the group;
- e. Recognize contributions of others.

ACADEMIC CONTENT STANDARDS

Grade Seven

History

- Chronology* 1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.
- Early Civilizations* 2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including:
- The development of concepts of government and citizenship;
 - Scientific and cultural advancements;
 - The spread of religions;
 - Slavery and systems of labor.
- Feudalism and Transitions* 3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.
4. Explain the lasting effects of military conquests during the Middle Ages including:
- Muslim conquests;
 - The Crusades;
 - The Mongol invasions.
5. Describe the impact of new ideas and institutions on European life including:
- The significance of printing with movable type;
 - Major achievements in art, architecture and literature during the Renaissance;
 - The Reformation.
- The First Global Age* 6. Describe the importance of the West African empires of Ghana, Mali and Songhay including:
- Trade routes;
 - Products;
 - The spread of the Arabic language;
 - The spread of Islam.

ACADEMIC CONTENT STANDARDS

7. Describe the causes and effects of European exploration after 1400 including:
 - a. Imperialism, colonialism and mercantilism;
 - b. Impact on the peoples of sub-Saharan Africa, Asia and the Americas.

People in Societies

- | | |
|------------------|---|
| <i>Cultures</i> | <ol style="list-style-type: none"> 1. Analyze the relationships among cultural practices, products and perspectives of early civilizations. 2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved. |
| <i>Diffusion</i> | <ol style="list-style-type: none"> 3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government. 4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations. |

Geography

- | | |
|-----------------|---|
| <i>Location</i> | <ol style="list-style-type: none"> 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region. 2. On a map, identify places related to the historical events being studied and explain their significance. |
|-----------------|---|

- | | |
|---------------------------|--|
| <i>Places and Regions</i> | <ol style="list-style-type: none"> 3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes. |
|---------------------------|--|

- | | |
|--|--|
| <i>Human
Environmental
Interaction</i> | <ol style="list-style-type: none"> 4. Use physical and historical maps to analyze the reasons that human features are located in particular places. |
| <i>Movement</i> | <ol style="list-style-type: none"> 5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including: <ol style="list-style-type: none"> a. Physical features; b. Culture; c. War; d. Trade; e. Technological innovations. |

ACADEMIC CONTENT STANDARDS

Economics

- Scarcity and Resource Allocation* 1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.
- Markets* 2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.

Government

- Systems of Government* 1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today.
2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.

Citizenship Rights and Responsibilities

- Participation* 1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy.
- Rights and Responsibilities* 2. Describe the rights found in the Magna Carta and show connections to rights Americans have today.

Social Studies Skills and Methods

- Thinking and Organizing* 1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
- Communicating Information* 2. Compare multiple viewpoints and frames of reference related to important events in world history.
- Problem Solving* 3. Establish guidelines, rules and time lines for group work.
4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

ACADEMIC CONTENT STANDARDS

Grade Eight

History

- Chronology* 1. Select events and construct a multiple-tier time line to show relationships among events.
- The First Global Age* 2. Describe the political, religious and economic aspects of North American colonization including:
- Reasons for colonization, including religion, desire for land and economic opportunity;
 - Key differences among the Spanish, French and British colonies;
 - Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts;
 - Indentured servitude and the introduction and institutionalization of slavery;
 - Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies;
 - Conflicts among colonial powers for control of North America.
- Revolution* 3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:
- The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;
 - The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.
4. Explain the results of important developments of the American Revolution including:
- A declaration of American independence;
 - Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;
 - Creation of state constitutions;
 - Impacts on women, African-Americans and American Indians.

ACADEMIC CONTENT STANDARDS

- A New Nation*
5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:
 - a. Maintaining national security;
 - b. Creating a stable economic system;
 - c. Dealing with war debts;
 - d. Collecting revenue;
 - e. Defining the authority of the central government.
 6. Explain the challenges in writing and ratifying the U.S. Constitution including:
 - a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);
 - b. The Federalist/Anti-Federalist debate;
 - c. The debate over a Bill of Rights.
 7. Describe the actions taken to build one country from 13 states including:
 - a. The precedents established by George Washington, including the cabinet and a two-term presidency;
 - b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank;
 - c. The establishment of an independent federal court system.
- Civil War and Reconstruction*
8. Describe and analyze the territorial expansion of the United States including:
 - a. Northwest Ordinance;
 - b. The Louisiana Purchase and the Lewis and Clark expedition;
 - c. Westward movement including Manifest Destiny;
 - d. The Texas War for Independence and the Mexican-American War.
 9. Explain causes of the Civil War with emphasis on:
 - a. Slavery;
 - b. States' rights;
 - c. The different economies of the North and South;
 - d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act;

ACADEMIC CONTENT STANDARDS

- e. The abolitionist movement and the roles of Frederick Douglass and John Brown;
 - f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850;
 - g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.
10. Explain the course and consequences of the Civil War with emphasis on:
- a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant;
 - b. The Emancipation Proclamation;
 - c. The Battle of Gettysburg.
11. Analyze the consequences of Reconstruction with emphasis on:
- a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson;
 - b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution;
 - c. The Ku Klux Klan and the enactment of black codes.



People in Societies

- Interaction*
- 1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.
 - 2. Describe and explain the social, economic and political effects of:
 - a. Stereotyping and prejudice;
 - b. Racism and discrimination;
 - c. Institutionalized racism and institutionalized discrimination.
 - 3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.

ACADEMIC CONTENT STANDARDS

4. Analyze the economic, geographic, religious and political factors that contributed to:
 - a. The enslavement of Africans in North America;
 - b. Resistance to slavery.
5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.

Diffusion 6. Explain how the diverse peoples of the United States developed a common national identity.

Geography

- Places and Regions* 1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.
- Human Environmental Interaction* 2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.
- Movement* 3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

Economics

- Scarcity and Resource Allocation* 1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.
- Markets* 2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.
3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.
- Government and the Economy* 4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.
5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.

ACADEMIC CONTENT STANDARDS

Government

- Role of Government*
1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.
 2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:
 - a. Payment of debt;
 - b. Establishment of a national bank;
 - c. Strict or loose interpretation of the Constitution;
 - d. Support for England or France.
- Rules and Laws*
3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:
 - a. Shays's Rebellion;
 - b. Economic instability;
 - c. Government under the Articles of Confederation.
 4. Explain the political concepts expressed in the U.S. Constitution:
 - a. Representative democracy;
 - b. Federalism;
 - c. Bicameralism;
 - d. Separation of powers;
 - e. Checks and balances.
 5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.
 6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:
 - a. Freedom of religion, speech, press, assembly and petition;
 - b. Right to trial by jury and the right to counsel;
 - c. Due process and equal protection of the laws.
 7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.

ACADEMIC CONTENT STANDARDS

8. Describe the process by which a bill becomes a law.

Citizenship Rights and Responsibilities

Participation 1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:

- a. The Sons of Liberty and Committees of Correspondence/American independence;
- b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:

- a. Nominating conventions;
- b. Expansion of the franchise;
- c. Active campaigning.

Rights and Responsibilities 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:

- a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner;
- b. State constitutional conventions and the disenfranchisement of free blacks;
- c. Jackson and his role in Indian removal;
- d. Frederick Douglass and the abolitionist movement;
- e. Elizabeth Cady Stanton and women's rights.

4. Show connections between the rights and responsibilities of citizenship including:

- a. Voting and staying informed on issues;
- b. Being tried by a jury and serving on juries;
- c. Having rights and respecting the rights of others.

Social Studies Skills and Methods

Obtaining Information 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

Communicating Information 2. Construct a historical narrative using primary and secondary sources.

ACADEMIC CONTENT STANDARDS

3. Write a position paper or give an oral presentation that includes citation of sources.

Problem Solving

4. Organize and lead a discussion.
5. Identify ways to manage conflict within a group.

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 9-10 program:

History	People in Societies
A. Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments. B. Explain the social, political and economic effects of industrialization. C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled. D. Connect developments related to World War I with the onset of World War II. E. Analyze connections between World War II, the Cold War and contemporary conflicts. F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.	A. Analyze the influence of different cultural perspectives on the actions of groups. B. Analyze the consequences of oppression, discrimination and conflict between cultures. C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

Notes:

9

10

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 9-10 program:

Geography	Economics
A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time. B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data. C. Analyze the patterns and processes of movement of people, products and ideas.	A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them. B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.

Notes:

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 9-10 program:

Government	Citizenship Rights and Responsibilities
A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions. B. Analyze the differences among various forms of government to determine how power is acquired and used.	A. Analyze ways people achieve governmental change, including political action, social protest and revolution. B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.

Notes:

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 9-10 program:

Social Studies Skills and Methods
A. Evaluate the reliability and credibility of sources. B. Use data and evidence to support or refute a thesis.

Notes:

ACADEMIC CONTENT STANDARDS

Grade Nine

History

- Enlightenment Ideas*
1. Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.
 2. Explain connections among Enlightenment ideas, the American Revolution, the French Revolution and Latin American wars for independence.
- Industrialization*
3. Explain the causes and effects of the Industrial Revolution with emphasis on:
 - a. How scientific and technological changes promoted industrialization in the textile industry in England;
 - b. The impact of the growth of population, rural-to-urban migrations, growth of industrial cities, and emigration out of Europe;
 - c. The changing role of labor and the rise of the union movement;
 - d. Changes in living and working conditions for the early industrial working class, especially women and children;
 - e. The growth of industrialization around the world.
- Imperialism*
4. Describe the political, economic and social roots of imperialism.
 5. Analyze the perspectives of the colonizers and the colonized concerning:
 - a. Indigenous language;
 - b. Natural resources;
 - c. Labor;
 - d. Political systems;
 - e. Religion.
 6. Explain the global impact of imperialism including:
 - a. Modernization of Japan;
 - b. Political and social reform in China;
 - c. Exploitation of African resources.

ACADEMIC CONTENT STANDARDS

20th Century Conflict

7. Analyze the causes and effects of World War I with emphasis on:
 - a. Militarism, imperialism, nationalism and alliances;
 - b. The global scope, outcomes and human costs of the war;
 - c. The role of new technologies and practices including the use of poison gas, trench warfare, machine guns, airplanes, submarines and tanks;
 - d. The Treaty of Versailles and the League of Nations.
8. Analyze the causes and consequences of the Russian Revolution including:
 - a. The lack of economic, political and social reforms under the tsars;
 - b. The impact of World War I;
 - c. The emergence of Lenin, Stalin and the Bolsheviks;
 - d. The rise of communism in Russia.
9. Assess the global impact of post-World War I economic, social and political turmoil including:
 - a. Disarmament;
 - b. Worldwide depression;
 - c. Colonial rebellion;
 - d. Rise of militarist and totalitarian states in Europe and Asia.
10. Analyze the causes of World War II including:
 - a. Appeasement;
 - b. Axis expansion;
 - c. The role of the Allies.
11. Analyze the consequences of World War II including:
 - a. Atomic weapons;
 - b. Civilian and military losses;
 - c. The Holocaust and its impact;
 - d. Refugees and poverty;
 - e. The United Nations;
 - f. The establishment of the state of Israel.

ACADEMIC CONTENT STANDARDS

12. Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War including:
 - a. Soviet expansion in Eastern Europe;
 - b. The division of Germany;
 - c. The emergence of NATO and the Warsaw Pact;
 - d. The Chinese Communist Revolution.
13. Examine social, economic and political struggles resulting from colonialism and imperialism including:
 - a. Independence movements in India, Indochina and Africa;
 - b. Rise of dictatorships in former colonies.
14. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including:
 - a. The arms build-up;
 - b. Ethnic unrest in the Soviet Union;
 - c. Independence movements in former Soviet satellites;
 - d. Global decline of communism.
15. Examine regional and ethnic conflict in the post-Cold War era including:
 - a. Persistent conflict in the Middle East;
 - b. Ethnic strife in Europe, Africa and Asia.

People in Societies

- Cultures* 1. Analyze examples of how people in different cultures view events from different perspectives including:
- a. Creation of the state of Israel;
 - b. Partition of India and Pakistan;
 - c. Reunification of Germany;
 - d. End of apartheid in South Africa.
- Interaction* 2. Analyze the results of political, economic, and social oppression and the violation of human rights including:
- a. The exploitation of indigenous peoples;
 - b. The Holocaust and other acts of genocide, including those that have occurred in Armenia, Rwanda, Bosnia and Iraq.

ACADEMIC CONTENT STANDARDS

- Diffusion* 3. Explain how advances in communication and transportation have impacted:
- Globalization;
 - Cooperation and conflict;
 - The environment;
 - Collective security;
 - Popular culture;
 - Political systems;
 - Religion.

Geography

- Places and Regions* 1. Interpret data to make comparisons between and among countries and regions including:
- Birth rates;
 - Death rates;
 - Infant mortality rates;
 - Education levels;
 - Per capita Gross Domestic Product (GDP).
2. Explain how differing points of view play a role in conflicts over territory and resources.
3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.
- Human Environmental Interaction* 4. Explain the causes and consequences of urbanization including economic development, population growth and environmental change.
- Movement* 5. Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.

Economics

- Markets* 1. Describe costs and benefits of trade with regard to:
- Standard of living;
 - Productive capacity;
 - Usage of productive resources;
 - Infrastructure.

ACADEMIC CONTENT STANDARDS

2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of what to produce, how to produce, and for whom to produce.
3. Analyze characteristics of traditional, market, command and mixed economies with regard to:
 - a. Private property;
 - b. Freedom of enterprise;
 - c. Competition and consumer choice;
 - d. The role of government.

Government and the Economy 4. Analyze the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.

Government

- Systems of Government*
1. Explain how various systems of governments acquire, use and justify their power.
 2. Analyze the purposes, structures and functions of various systems of government including:
 - a. Absolute monarchies;
 - b. Constitutional monarchies;
 - c. Parliamentary democracies;
 - d. Presidential democracies;
 - e. Dictatorships;
 - f. Theocracies.

Citizenship Rights and Responsibilities

- Participation*
1. Analyze and evaluate the influence of various forms of citizen action on public policy including:
 - a. The French Revolution;
 - b. The international movement to abolish the slave trade and slavery;
 - c. The Russian Revolution;
 - d. The independence movement in India;
 - e. The fall of communism in Europe;
 - f. The end of apartheid.

ACADEMIC CONTENT STANDARDS

2. Describe and compare opportunities for citizen participation under different systems of government including:
 - a. Absolute monarchies;
 - b. Constitutional monarchies;
 - c. Parliamentary democracies;
 - d. Presidential democracies;
 - e. Dictatorships;
 - f. Theocracies.
3. Analyze how governments and other groups have used propaganda to influence public opinion and behavior.

Social Studies Skills and Methods

Thinking and Organizing

1. Detect bias and propaganda in primary and secondary sources of information.
2. Evaluate the credibility of sources for:
 - a. Logical fallacies;
 - b. Consistency of arguments;
 - c. Unstated assumptions;
 - d. Bias.
3. Analyze the reliability of sources for:
 - a. Accurate use of facts;
 - b. Adequate support of statements;
 - c. Date of publication.

Communicating Information

4. Develop and present a research project including:
 - a. Collection of data;
 - b. Narrowing and refining the topic;
 - c. Construction and support of the thesis.

ACADEMIC CONTENT STANDARDS

Grade Ten

History

- Industrialization*
1. Explain the effects of industrialization in the United States in the 19th century including:
 - a. Changes in work and the workplace;
 - b. Immigration and child labor and their impact on the labor force;
 - c. Modernization of agriculture;
 - d. Urbanization;
 - e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.
 2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:
 - a. Laissez-faire policies;
 - b. Monopolies;
 - c. Standard of living.
 3. 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:
 - a. Unregulated working conditions;
 - b. Laissez-faire policies toward big business;
 - c. Violence toward supporters of organized labor.
 4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:
 - a. Urban reforms;
 - b. Conservation;
 - c. Business regulation and antitrust legislation;
 - d. The movement for public schooling;
 - e. The regulation of child labor.
- Imperialism*
5. Trace the development of the United States as a world power with emphasis on:
 - a. The Spanish-American War;

ACADEMIC CONTENT STANDARDS

- b. U.S. imperialism in the Far East, South Pacific, Caribbean and Central America.

20th Century Conflict

6. Trace the development of the United States as a world power with emphasis on:
 - a. The decision to enter into World War I;
 - b. President Wilson's Fourteen Points;
 - c. The Treaty of Versailles;
 - d. The decision of the United States not to participate in the League of Nations.
7. 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.
8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:
 - a. The Marshall Plan;
 - b. Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis;
 - c. The Korean War and the Vietnam War.

The United States in the 20th Century

9. Analyze the major political, economic and social developments of the 1920s including:
 - a. The Red Scare;
 - b. Women's right to vote;
 - c. African-American migrations from the South to the North;
 - d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan;
 - e. The Roaring Twenties and the Harlem Renaissance;
 - f. Stock market speculation and the stock market crash of 1929.
10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:
 - a. The Great Depression;
 - b. The Dust Bowl;
 - c. The New Deal.

ACADEMIC CONTENT STANDARDS

11. Analyze the impact of U.S. participation in World War II with emphasis on:
 - a. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce;
 - b. The internment of Japanese-Americans.
12. Explain major domestic developments after 1945 with emphasis on:
 - a. Postwar prosperity in the United States;
 - b. McCarthyism;
 - c. The space race;
 - d. Immigration patterns.
13. Trace social unrest, protest and change in the United States including:
 - a. Antiwar protest during the Vietnam War;
 - b. The counterculture movement;
 - c. The women's liberation movement.
14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:
 - a. *Brown v. Board of Education*;
 - b. Changes in goals and tactics of leading civil rights advocates and organizations;
 - c. The linkages between the civil rights movement and movements to gain justice for other minority groups.

People in Societies

- Cultures*
1. Describe how the perspectives of cultural groups helped to create political action groups such as:
 - a. The National Association for the Advancement of Colored People (NAACP);
 - b. National Organization for Women (NOW);
 - c. American Indian Movement (AIM);
 - d. United Farm Workers.
 2. 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.

ACADEMIC CONTENT STANDARDS

Interaction 3. Explain how Jim Crow laws legalized discrimination based on race.

4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.

Diffusion 5. Explain the effects of immigration on society in the United States:

- a. Housing patterns;
- b. Political affiliation;
- c. Education system;
- d. Language;
- e. Labor practices;
- f. Religion.

Geography

Places and Regions 1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:

- a. Urban areas;
- b. Wilderness;
- c. Farmland;
- d. Centers of industry and technology.

Human Environmental Interaction 2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.

Movement 3. Analyze the geographic processes that contributed to changes in American society including:

- a. Industrialization and post-industrialization;
- b. Urbanization and suburbanization;
- c. Immigration.

Economics

Markets 1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.

2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.

ACADEMIC CONTENT STANDARDS

- Government and the Economy*
3. Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.
 4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.
 5. 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

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

Citizenship Rights and Responsibilities

- Participation*
1. 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:
 - a. Extension of suffrage;
 - b. Labor legislation;
 - c. Civil rights legislation;
 - d. Military policy;
 - e. Environmental legislation;
 - f. Business regulation;
 - g. Educational policy.
 2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:
 - a. Women's suffrage movement of the late 1800s;
 - b. Civil rights movement of the 1960s;
 - c. Student protests during the Vietnam War.

ACADEMIC CONTENT STANDARDS

Rights and Responsibilities

3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:
 - a. Clear and present danger;
 - b. Compelling government interest;
 - c. National security;
 - d. Libel or slander;
 - e. Public safety;
 - f. Equal opportunity.
4. Analyze instances in which the rights of individuals were restricted including:
 - a. Conscientious objectors in World War I;
 - b. Immigrants during the Red Scare;
 - c. Intellectuals and artists during the McCarthy Era;
 - d. African-Americans during the civil rights movement.

Social Studies Skills and Methods

Thinking and Organizing

1. Determine the credibility of sources by considering the following:
 - a. The qualifications and reputation of the writer;
 - b. Agreement with other credible sources;
 - c. Recognition of stereotypes;
 - d. Accuracy and consistency of sources;
 - e. The circumstances in which the author prepared the source.
2. Critique evidence used to support a thesis.

Communicating Information

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

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 11-12 program:

History	People in Societies
A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability. B. Use historical interpretations to explain current issues.	A. Analyze how issues may be viewed differently by various cultural groups. B. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts. C. Explain the role of diverse cultural institutions in shaping American society.

Notes:

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 11-12 program:

Geography	Economics
A. Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture. B. Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. C. Use appropriate data sources and geographic tools to analyze and evaluate public policies.	A. Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices. B. Identify factors which inhibit or spur economic growth and cause expansions or recessions. C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth. D. Analyze the role of fiscal and regulatory policies in a mixed economy. E. Explain the use of a budget in making personal economic decisions and planning for the future.

Notes:

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 11-12 program:

Government	Citizenship Rights and Responsibilities
A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today. B. Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations. C. Analyze how citizens participate in the election process in the United States.	A. Evaluate various means for citizens to take action on a particular issue. B. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.

Notes:

ACADEMIC CONTENT STANDARDS

K-12 Social Studies Benchmarks

By the end of the 11-12 program:

Social Studies Skills and Methods
A. Obtain and evaluate information from public records and other resources related to a public policy issue.
B. Critique data and information to determine the adequacy of support for conclusions.
C. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.
D. Work in groups to analyze an issue and make decisions.

Notes:

ACADEMIC CONTENT STANDARDS

Grade Eleven

History

- Analysis and Interpretation*
1. Evaluate the limitations and the opportunities that result from decisions made in the past including:
 - a. Electoral College;
 - b. Direct election of senators;
 - c. Income tax;
 - d. Length of terms of elected and appointed officials.
 2. Trace key Supreme Court decisions related to a provision of the Constitution (e.g., cases related to reapportionment of legislative districts, free speech or separation of church and state).

People in Societies

- Cultures*
1. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups:
 - a. Indian policies;
 - b. Immigration laws;
 - c. Segregation policies;
 - d. Selective service laws.
- Interaction*
2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.
 3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the U.S. society and economy including:
 - a. Naturalization;
 - b. Voting rights;
 - c. Racial integration;
 - d. Affirmative action.
- Diffusion*
4. Explain how the United States has been affected politically, economically and socially by its multicultural diversity (e.g., work force, new ideas and perspectives, and modifications to culture).

ACADEMIC CONTENT STANDARDS

Geography

- Places and Regions* 1. Explain how government decisions reflect a society's values about land use (e.g., zoning, park development or toxic waste disposal).
- Human Environmental Interaction* 2. Analyze and evaluate the consequences of a governmental policy that affects the physical characteristics of a place or region.
- Application of Geography* 3. Compare and evaluate alternative public policies for the use of land and natural resources at all levels of government.
4. Identify and analyze the changing political geography at the local, state, national and international levels including:
- Annexation;
 - Zoning;
 - Congressional reapportionment;
 - Changes in international boundaries.

Economics

- Scarcity and Resource Allocation* 1. Explain the effects of shortages, surpluses and government-enforced controls on prices.
2. Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers and investors.
3. Explain the impact of inflation on economic behavior.
- Production, Distribution and Consumption* 4. Describe the functions of the components that make up an economic system and describe the relationships among them including:
- Business;
 - Productive resources;
 - Financial institutions;
 - Government;
 - Consumers.
5. Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market.
6. Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the:
- Consumer Price Index;

ACADEMIC CONTENT STANDARDS

- b. Unemployment rate;
- c. Gross Domestic Product (GDP).

- Markets*
- 7. Explain how countries use their comparative advantage to produce goods and services for trade with other countries.
 - 8. Explain the effects of specialization, interdependence and trade on the United States and other countries.
 - 9. Explain how changes in exchange rates affect consumers and producers.

- Government and the Economy*
- 10. Analyze issues related to the use of different types of taxes to fund public goods and services including:
 - a. Proportional tax;
 - b. Progressive tax;
 - c. Regressive tax.

- Personal Finance*
- 11. Explain why incomes will differ in the labor market depending on supply and demand for skills, abilities and education levels.
 - 12. Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.
 - 13. Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources including:
 - a. Budgets;
 - b. Savings;
 - c. Investments;
 - d. Credit;
 - e. Philanthropy.
 - 14. Describe how interest rates affect savers and borrowers.

Government

- Role of Government*
- 1. Analyze the actions of the U.S. government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good.
 - 2. Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.
 - 3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights.

ACADEMIC CONTENT STANDARDS

4. Describe the changing relationship among the levels of government in the U.S. federal system, and evaluate applications of the principle of federalism for serving the public good and protecting individual rights.
5. Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of the government.
6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution.

Rules and Laws

7. Explain the philosophical foundations of the American political system as outlined in the Declaration of Independence, the U.S. Constitution and the Federalist Papers with emphasis on the basic principles of natural rights.
8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on:
 - a. Concurrent powers;
 - b. Reserved powers;
 - c. Implied powers;
 - d. Expressed powers.
9. Explain how interpretations of the basic principles found in the U.S. Constitution have changed over time.
10. Explain the importance of the privilege of habeas corpus and the constitutional prohibitions against bills of attainder and ex post facto laws.

Systems of Government

11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process.
12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on:
 - a. Appointments;
 - b. Primary and general elections;
 - c. The Electoral College;
 - d. Recall;
 - e. Impeachment.
13. Explain the use of the initiative and referendum in the government of Ohio.

ACADEMIC CONTENT STANDARDS

Citizenship Rights and Responsibilities

- Participation*
1. Analyze historical and contemporary examples of citizen movements to bring about political change (e.g., Mothers Against Drunk Driving [MADD], NOW, Common Cause, NAACP and Eagle Forum).
 2. Choose an effective method of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances.
 3. Explain how an individual participates in primary and general elections including:
 - a. Registering to vote;
 - b. Identifying the major duties, responsibilities and qualifications required for a particular position;
 - c. Becoming informed about candidates and issues;
 - d. Declaring or changing party affiliation;
 - e. Obtaining, marking and depositing a ballot.

- Rights and Responsibilities*
4. Compare the rights of citizens and resident aliens.
 5. Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through:
 - a. Legislation;
 - b. The role of the judiciary in upholding rights;
 - c. The role of citizens exercising their rights.
 6. Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy including:
 - a. Behaving in a civil manner;
 - b. Being fiscally responsible;
 - c. Accepting responsibility for the consequences of one's actions;
 - d. Practicing civil discourse;
 - e. Becoming informed on public issues;
 - f. Voting;
 - g. Taking action on public issues;
 - h. Providing public service;
 - i. Serving on juries.

ACADEMIC CONTENT STANDARDS

Social Studies Skills and Methods

- | | |
|----------------------------------|--|
| <i>Obtaining Information</i> | <ol style="list-style-type: none">1. Identify a current public policy issue and arguments relative to the issue.2. Determine criteria by which arguments will be judged.3. Identify advocacy groups and obtain public policy information they produce.4. Adjust a research question or topic based on information obtained while conducting research. |
| <i>Thinking and Organizing</i> | <ol style="list-style-type: none">5. Choose a position on an issue and develop a rationale for that position.6. Critique the conclusions drawn from survey and research data by questioning:<ol style="list-style-type: none">a. Sample size;b. Demographics;c. The sponsoring organization;d. Logic of the conclusions reached. |
| <i>Communicating Information</i> | <ol style="list-style-type: none">7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts). |
| <i>Problem Solving</i> | <ol style="list-style-type: none">8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences. |

ACADEMIC CONTENT STANDARDS

Grade Twelve

History

- Analysis and Interpretation*
1. Challenge arguments of historical inevitability by giving examples of how different choices could have led to different consequences (e.g., choices made during the Civil War, choices relating to immigration policy, or choices made during the Cuban Missile Crisis).
 2. Analyze primary source material to see if a historical interpretation is supported.
 3. Analyze cause-and-effect relationships and multiple causation including the influence of ideas, the role of chance and individual and collective action.

People in Societies

- Cultures*
1. Identify the perspectives of diverse cultural groups when analyzing current issues.
 2. Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.
- Interaction*
3. Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity (e.g., English only/bilingual education, theocracies/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation).
 4. Evaluate the effectiveness of international governmental organizations (e.g., United Nations, European Union, World Court and Organization of American States), multinational corporations, and nongovernmental organizations (e.g., Amnesty International, Red Cross and World Council of Churches) in the global arena.
- Diffusion*
5. Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.

Geography

- Places and Regions*
1. Explain how people create places that reflect culture, human needs, government policy, current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers and industrial parks.

ACADEMIC CONTENT STANDARDS

Human Environmental Interaction

2. Describe the intended and unintended effects of human modifications to the physical environment and weigh the costs and benefits of alternative approaches to addressing environmental concerns (e.g., alternative sources of energy, mass transportation systems, or farmland and wetland preservation).
3. Analyze policies and programs for natural resource use and management considering possible trade-offs between environmental quality and economic growth.

Application of Geography

4. Use appropriate data sources and tools to gather, manipulate, interpret and communicate geographic information related to civic/global issues.

Economics

Scarcity and Resource Allocation

1. Compare how values and beliefs influence economic decisions in different communities.
2. Explain the impact of marginal cost/marginal benefit analysis on decision-making.
3. Select a current issue; identify the costs and benefits of various choices to determine the impact of personal and social economic decisions on the allocation of productive resources.

Production, Distribution and Consumption Markets

4. Use the circular flow model to explain the flow of money, goods, services and productive resources in the economy.
5. Identify reasons for and the impacts of multinational economic organizations:
 - a. Organization of the Petroleum Exporting Countries (OPEC);
 - b. European Monetary Union;
 - c. North American Free Trade Agreement (NAFTA);
 - d. World Trade Organization (WTO);
 - e. World Bank.

Government and the Economy

6. Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences.
7. Identify public policies that may cost more than the benefits they generate, assess who enjoys the benefits, who bears the cost and explain why the policies exist.

ACADEMIC CONTENT STANDARDS

Government

- Role of Government*
1. Identify and analyze an issue related to domestic or foreign policy in the United States (e.g., human rights, intervention in conflicts between other countries, or health care).
 2. Explain how individuals and groups, both governmental and non-governmental, influence domestic and foreign policy and evaluate how these actions reflect characteristics of American democracy.
- Rules and Laws*
3. Explain the key arguments made for and against the ratification of the Constitution and illustrate how those arguments influence contemporary political debate.
- Systems of Government*
4. Identify and analyze issues related to the election process in the United States (e.g., election board policies, technology used in elections, media reporting of election results).

Citizenship Rights and Responsibilities

- Participation*
1. Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic:
 - a. Persuasive speech;
 - b. Panel discussion;
 - c. Debate.
 2. Evaluate policies that have been proposed as ways of dealing with social changes resulting from new technologies (e.g., censorship of the media, intellectual property rights, or organ donation).
 3. Analyze relationships and tensions between national sovereignty and international accords and organizations (e.g., international agreements on environmental issues, trade agreements, arms agreements, European Union or NATO).
 4. Explain and demonstrate knowledge of federal and Ohio freedom of information and open meeting laws.
 5. Explain how to file a request for public information using either the appropriate federal or Ohio freedom of information statute.
 6. Prepare a plan of action that defines a community issue and suggest alternative solutions or courses of action based on appropriate criteria.

ACADEMIC CONTENT STANDARDS

7. Analyze the causes, consequences and possible solutions to persistent, contemporary and emerging world problems (e.g., health, security, resource allocation, economic development or environmental quality).
8. Analyze how democracy, the free flow of information, global economic interdependence, or human rights movements can cause change within a country.

Rights and Responsibilities

9. Compare elements, proceedings and decisions related to the right to a fair trial in criminal and civil courts and describe alternatives to litigation for maintaining order and resolving conflicts within the U.S. legal system including:
 - a. Mediation;
 - b. Arbitration;
 - c. Alternative dispute resolution;
 - d. Plea-bargaining.

Social Studies Skills and Methods

Obtaining Information

1. Obtain and evaluate information from public records and other resources related to a public policy issue.

Thinking and Organizing

2. Construct an action plan for presenting a position to the appropriate decision-making body.
3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.

Communicating Information

4. Develop a research project and make formal presentations to the class and/or community members using:
 - a. Key terms;
 - b. Support for main ideas;
 - c. Examples;
 - d. Statistics and other evidence;
 - e. Visual aids;
 - f. Formal citation of sources.
5. Respond to questions and feedback about presentations knowledgeably and civilly.

Problem Solving

6. Build consensus within a group by:
 - a. Finding points of agreement;
 - b. Identifying points individuals are willing to concede;
 - c. Making sure that all voices are heard;
 - d. Attempting to understand the view of others.

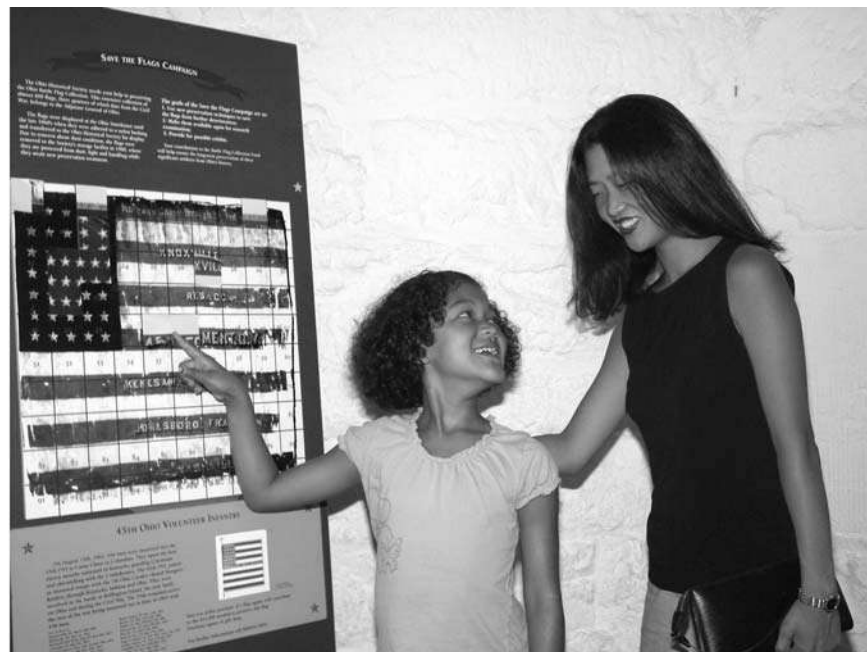
ACADEMIC CONTENT STANDARDS

7. Engage in group work on issues-analysis and decision-making:
 - a. Identify a problem or dilemma;
 - b. Analyze the interests, values and points of view;
 - c. Identify causes of the problem or dilemma;
 - d. Propose alternative solutions;
 - e. Formulate a position or course of action;
 - f. Evaluate the consequences of the action taken.

ACADEMIC CONTENT STANDARDS

K-12 Social Studies

Alignment of Benchmarks and Indicators



ACADEMIC CONTENT STANDARDS

Grades K-2

K

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

1

2

Benchmark A: Use a calendar to determine the day, week, month and year.

Kindergarten

Chronology

1. Recite the days of the week.

Grade One

Chronology

1. Recite the months of the year.

Grade Two

Chronology

1. Measure calendar time by days, weeks, months and years.
2. List the days of the week and months of the year in order.

Benchmark B: Place events in correct order on a time line.

Kindergarten

Chronology

2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.
3. Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).

Grade One

Chronology

2. Place events from one's own life in chronological order.
3. Distinguish among past, present and future.

Grade Two

Chronology

3. Place a series of related events in chronological order on a time line.

ACADEMIC CONTENT STANDARDS

K

1

2

Benchmark C: Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

Kindergarten

No indicators present for this benchmark.

Grade One

Daily Life

4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.
5. Compare past and present, near and far, with emphasis on daily life including:
 - a. The roles of men, women and children;
 - b. The identification of basic human needs;
 - c. Various ways people meet human needs.

Grade Two

Daily Life

4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.
5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.
6. Identify and describe examples of how science and technology have changed the daily lives of people and compare:
 - a. Forms of communication from the past and present;
 - b. Forms of transportation from the past and present.

ACADEMIC CONTENT STANDARDS

Benchmark D: Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.

K

1

Kindergarten

Heritage

4. Recognize state and federal holidays and explain their significance.
5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.

2

Grade One

Heritage

6. Relate stories of the heroism and the achievements of the people associated with state and federal holidays.

Grade Two

Heritage

7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:
 - a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.);
 - b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong).

ACADEMIC CONTENT STANDARDS

Grades K-2

K

1

2

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Benchmark A: Identify practices and products of diverse cultures.

Kindergarten

Cultures

1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.

Grade One

Cultures

1. Describe similarities and differences in the ways different cultures meet common human needs including:
 - a. Food;
 - b. Clothing;
 - c. Shelter;
 - d. Language;
 - e. Artistic expressions.

Grade Two

Cultures

1. Describe the cultural practices and products of people on different continents.

ACADEMIC CONTENT STANDARDS

Benchmark B: Identify ways that different cultures within the United States and the world have shaped our national heritage.

K

Kindergarten

1

Diffusion

2. Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.

2

Grade One

Diffusion

2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.
3. Describe family and local community customs and traditions.
4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.

Grade Two

Diffusion

2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
3. Explain how contributions of different cultures within the United States have influenced our common national heritage.
4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.

ACADEMIC CONTENT STANDARDS

Grades K-2

K

1

2

Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Benchmark A: Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.

Kindergarten

Location

1. Identify and correctly use terms related to location, direction and distance including:
 - a. Up/Down;
 - b. Over/Under;
 - c. Here/There;
 - d. Front/Back;
 - e. Behind/In front of.
2. Recite home address.
3. Make models and maps representing real places including the classroom.
4. Distinguish between land and water on maps and globes.

Grade One

Location

1. Identify and correctly use terms related to location, direction and distance including:
 - a. Left/Right;
 - b. Near/Far.
2. Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood).
3. Identify and use symbols to locate places of significance on maps and globes.
4. Locate the local community, state and the United States on maps or globes.

ACADEMIC CONTENT STANDARDS

Grade Two

Location

1. Read and interpret a variety of maps.
2. Construct a map that includes a map title and key that explains all symbols that are used.
3. Name and locate the continents and oceans.

K

1

2

Benchmark B: Identify physical and human features of places.

Kindergarten

Places and Regions

5. Demonstrate familiarity with the school's layout.
6. Describe the immediate surroundings of home (e.g., streets, buildings, fields, woods or lakes).

Grade One

Places and Regions

5. Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community.
6. Compare areas within the local community to identify similarities.

Grade Two

Places and Regions

4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.

ACADEMIC CONTENT STANDARDS

Benchmark C: Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.

K

Kindergarten

Human Environmental Interaction

7. Identify key natural resources that are used in the students' daily lives.

1

2

Grade One

Human Environmental Interaction

7. Describe human adaptations to variations in the physical environment including:
 - a. Food;
 - b. Clothing;
 - c. Shelter;
 - d. Transportation;
 - e. Recreation.

Grade Two

Human Environmental Interaction

5. Compare how land is used in urban, suburban and rural environments.
6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.

ACADEMIC CONTENT STANDARDS

Grades K-2

K

1

2

Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Benchmark A: Explain how the scarcity of resources requires people to make choices to satisfy their wants.

Kindergarten

Scarcity and Resource Allocation

1. Recognize that people have many wants.
2. Explain how people make decisions in order to satisfy their wants.

Grade One

Scarcity and Resource Allocation

1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.

Grade Two

Scarcity and Resource Allocation

1. Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel).

Benchmark B: Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.

Kindergarten

Production, Distribution and Consumption

3. Identify goods and services.

Grade One

Production, Distribution and Consumption

2. Describe the ways people produce, consume and exchange goods and services in their community.

ACADEMIC CONTENT STANDARDS

Grade Two

*Production,
Distribution and
Consumption*

2. Explain how people are both buyers and sellers of goods and services.
3. Recognize that most people work in jobs in which they produce a few special goods or services.
4. Explain why people in different parts of the world earn a living in a variety of ways.

K

1

2

Benchmark C: Explain ways that people may obtain goods and services.

Kindergarten

No indicators present for this benchmark.

Grade One

Markets

3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.

Grade Two

Markets

5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.

ACADEMIC CONTENT STANDARDS

Grades K-2

K

1

2

Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Benchmark A: Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.

Kindergarten

Role of Government

1. Identify authority figures in the home, school and community.

Grade One

Role of Government

1. Recognize the role of authority figures in providing for the safety and security of individuals.
2. Explain how voting can be used to make group decisions.

Grade Two

Role of Government

1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.
2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including:
 - a. Making and enforcing laws;
 - b. Providing leadership;
 - c. Providing services;
 - d. Resolving disputes.

ACADEMIC CONTENT STANDARDS

Benchmark B: Recognize and explain the importance of symbols and landmarks of the United States.

K

Kindergarten

Role of Government

2. Recognize symbols of the United States that represent its democracy and values including:
 - a. The national flag;
 - b. The Pledge of Allegiance.

1

2

Grade One

Role of Government

3. Recognize symbols of the United States that represent its democracy and values including:
 - a. The bald eagle;
 - b. The White House;
 - c. The Statue of Liberty;
 - d. The national anthem.

Grade Two

Role of Government

3. Explain the importance of landmarks in the United States and the ideals that they represent including:
 - a. The Washington Monument;
 - b. The Jefferson Memorial;
 - c. The Lincoln Memorial.

ACADEMIC CONTENT STANDARDS

Benchmark C: Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.

K

Kindergarten

Rules and Laws

3. Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community.

1

2

Grade One

Rules and Laws

4. Recognize the need for rules in different settings and the need for fairness in such rules.
5. Discuss the consequences of violating rules.

Grade Two

Rules and Laws

4. Explain the purpose of rules in the workplace.
5. Predict the consequences of following rules or violating rules in different settings.

ACADEMIC CONTENT STANDARDS

Grades K-2

K

1

2

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Benchmark A: Describe the results of cooperation in group settings and demonstrate the necessary skills.

Kindergarten

Participation

1. Participate and cooperate in classroom activities.

Grade One

Participation

1. Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.

Grade Two

Participation

1. Demonstrate skills and explain the benefits of cooperation when working in group settings:
 - a. Manage conflict peacefully;
 - b. Display courtesy;
 - c. Respect others.

Benchmark B: Demonstrate personal accountability, including making choices and taking responsibility for personal actions.

Kindergarten

Rights and Responsibilities

2. Take personal responsibility to follow directions and rules.
3. Demonstrate the ability to make choices and take responsibility for personal actions.

ACADEMIC CONTENT STANDARDS

K

1

2

4. Discuss the attributes and actions of a good citizen with emphasis on:
 - a. Trust;
 - b. Respect;
 - c. Honesty;
 - d. Responsibility;
 - e. Fairness;
 - f. Compassion;
 - g. Self-control.

Grade One

Rights and Responsibilities

2. Demonstrate self-direction in school tasks.
3. Demonstrate accountability for actions.
4. Demonstrate pride in personal accomplishments.
5. Demonstrate citizenship traits including:
 - a. Trustworthiness;
 - b. Fairness;
 - c. Self-control;
 - d. Respect for those in authority.

Grade Two

Rights and Responsibilities

2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).
3. Demonstrate citizenship traits including:
 - a. Honesty;
 - b. Self-assurance;
 - c. Respect for the rights of others;
 - d. Persistence;
 - e. Patriotism.

ACADEMIC CONTENT STANDARDS

Grades K-2

K

1

2

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Benchmark A: Obtain information from oral, visual, print and electronic sources.

Kindergarten

Obtaining Information 1. Listen for information.

Grade One

Obtaining Information 1. Obtain information about a topic using a variety of oral and visual sources.

Grade Two

Obtaining Information 1. Obtain information from oral, visual and print sources.
2. Identify sources used to gather information:
a. People;
b. Printed materials;
c. Electronic sources.

Benchmark B: Predict outcomes based on factual information.

Kindergarten

Thinking and Organizing 2. Sort objects or pictures according to appropriate criteria.
3. Compare similarities and differences among objects or pictures.

Grade One

Thinking and Organizing 2. Sequence information.
3. Determine categories for sorting information.

ACADEMIC CONTENT STANDARDS

4. Identify main ideas from oral, visual and print sources.

K

Grade Two

Thinking and Organizing

3. Predict the next event in a sequence.
4. Distinguish the difference between fact and fiction in oral, visual and print materials.

1

2

Benchmark C: Communicate information orally, visually or in writing.

Kindergarten

Communicating Information

4. Communicate information.

Grade One

Communicating Information

5. Communicate information orally or visually.

Grade Two

Communicating Information

5. Communicate information in writing.

Benchmark D: Identify a problem and work in groups to solve it.

Kindergarten

Problem Solving

5. Work with others by sharing, taking turns and raising hand to speak.

Grade One

Problem Solving

6. Display courtesy and respect for others in group settings including:
 - a. Staying on the topic;
 - b. Focusing attention on the speaker.

Grade Two

Problem Solving

6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

ACADEMIC CONTENT STANDARDS

Grades 3-5

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Benchmark A: Construct time lines to demonstrate an understanding of units of time and chronological order.

Grade Three

Chronology

1. Define and measure time by years, decades and centuries.
2. Place local historical events in sequential order on a time line.

Grade Four

Chronology

1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.

Grade Five

Chronology

1. Create time lines and identify possible relationships between events.

3

4

5

ACADEMIC CONTENT STANDARDS

Benchmark B: Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.

Grade Three

No indicators present for this benchmark.

Grade Four

Settlement

2. Describe the earliest settlements in Ohio including those of prehistoric peoples.
3. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.

3

4

Grade Five

Settlement

2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.
3. Explain why European countries explored and colonized North America.
4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.
5. Explain how the United States became independent from Great Britain.

5

ACADEMIC CONTENT STANDARDS

Benchmark C: Explain how new developments led to the growth of the United States.

Grade Three

Growth

3. Describe changes in the community over time including changes in:
 - a. Businesses;
 - b. Architecture;
 - c. Physical features;
 - d. Employment;
 - e. Education;
 - f. Transportation;
 - g. Technology;
 - h. Religion;
 - i. Recreation.

3

4

5

Grade Four

Growth

4. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.
5. Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.
6. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.

Grade Five

Growth

6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

ACADEMIC CONTENT STANDARDS

Grades 3-5

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Benchmark A: Compare practices and products of North American cultural groups.

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Grade Three

4

Cultures

1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
 - a. Artistic expression;
 - b. Religion;
 - c. Language;
 - d. Food.
2. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.

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Grade Four

Cultures

1. Describe the cultural practices and products of various groups who have settled in Ohio over time:
 - a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient);
 - b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware);
 - c. European immigrants;
 - d. Amish and Appalachian populations;
 - e. African-Americans;
 - f. Recent immigrants from Africa, Asia and Latin America.

ACADEMIC CONTENT STANDARDS

Grade Five

Cultures

1. Compare the cultural practices and products of diverse groups in North America including:
 - a. Artistic expressions;
 - b. Religion;
 - c. Language;
 - d. Food;
 - e. Clothing;
 - f. Shelter.

Benchmark B: Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

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Grade Three

Interaction

3. Describe settlement patterns of various cultural groups within the local community.

Grade Four

Interaction

2. Describe the impact of the expansion of European settlements on American Indians in Ohio.
3. Explain the reasons people came to Ohio including:
 - a. Opportunities in agriculture, mining and manufacturing;
 - b. Family ties;
 - c. Freedom from political and religious oppression.

Grade Five

Interaction

2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.
3. Describe the experiences of African-Americans under the institution of slavery.
4. Describe the waves of immigration to North America and the areas from which people came in each wave.
5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.

ACADEMIC CONTENT STANDARDS

Grades 3-5

Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Benchmark A: Use map elements or coordinates to locate physical and human features of North America.

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Grade Three

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Location

1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.
2. Use a compass rose and cardinal directions to describe the relative location of places.
3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.
4. Use a number/letter grid system to locate physical and human features on a map.
5. Identify the location of the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.

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Grade Four

Location

1. Use a linear scale to measure the distance between places on a map.
2. Use cardinal and intermediate directions to describe the relative location of places.
3. Describe the location of Ohio relative to other states and countries.

ACADEMIC CONTENT STANDARDS

4. Use maps to identify the location of major physical and human features of Ohio including:
 - a. Lake Erie;
 - b. Rivers;
 - c. Plains;
 - d. The Appalachian Plateau;
 - e. Bordering states;
 - f. The capital city;
 - g. Other major cities.

Grade Five

Location

1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.
2. Use maps to identify the location of:
 - a. The three largest countries of North America;
 - b. The 50 states of the United States;
 - c. The Rocky and Appalachian mountain systems;
 - d. The Mississippi, Rio Grande and St. Lawrence rivers;
 - e. The Great Lakes.

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Benchmark B: Identify the physical and human characteristics of places and regions in North America.

Grade Three

Places and Regions

6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community.

Grade Four

Places and Regions

5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.
6. Identify manufacturing, agricultural, mining and forestry regions in Ohio.

ACADEMIC CONTENT STANDARDS

7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.

Grade Five

Places and Regions

3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.
4. Explain how climate is influenced by:
 - a. Earth-sun relationships;
 - b. Landforms;
 - c. Vegetation.
5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.
6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including:
 - a. Forests;
 - b. Fertile soil;
 - c. Oil;
 - d. Coal;
 - e. Running water.
7. Analyze reasons for conflict and cooperation among regions of North America including:
 - a. Trade;
 - b. Environmental issues;
 - c. Immigration.

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ACADEMIC CONTENT STANDARDS

Benchmark C: Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.

Grade Three

Human Environmental Interaction

7. Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.

Grade Four

Human Environmental Interaction

8. Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.
9. Identify ways that people have affected the physical environment of Ohio including:
 - a. Use of wetlands;
 - b. Use of forests;
 - c. Building farms, towns and transportation systems;
 - d. Using fertilizers, herbicides and pesticides;
 - e. Building dams.

Grade Five

Human Environmental Interaction

8. Explain how the characteristics of different physical environments affect human activities in North America.
9. Analyze the positive and negative consequences of human changes to the physical environment including:
 - a. Great Lakes navigation;
 - b. Highway systems;
 - c. Irrigation;
 - d. Mining;
 - e. Introduction of new species.

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ACADEMIC CONTENT STANDARDS

Benchmark D: Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

Grade Three

Movement

8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

Grade Four

Movement

10. Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.

Grade Five

Movement

10. Use or construct maps of colonization and exploration to explain European influence in North America.

ACADEMIC CONTENT STANDARDS

Grades 3-5

Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Benchmark A: Explain the opportunity costs involved in the allocation of scarce productive resources.

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Grade Three

Scarcity and Resource Allocation

1. Define opportunity cost and give an example of the opportunity cost of a personal decision.

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Grade Four

Scarcity and Resource Allocation

1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.
2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.

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Grade Five

Scarcity and Resource Allocation

1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.
2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.

ACADEMIC CONTENT STANDARDS

Benchmark B: Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.

Grade Three

*Production,
Distribution and
Consumption*

2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.
3. Categorize economic activities as examples of production or consumption.
4. Explain the advantages and disadvantages of specialization and the division of labor to produce items.

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Grade Four

*Production,
Distribution and
Consumption*

3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.

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Grade Five

*Production,
Distribution and
Consumption*

3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.

Benchmark C: Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.

Grade Three

Markets

5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.
6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.
7. Identify examples of economic competition in the local community.

Grade Four

Markets

4. Explain ways in which individuals and households obtain and use income.

ACADEMIC CONTENT STANDARDS

5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.
6. Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries.

Grade Five

Markets

4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.
5. Explain the general relationship between supply, demand and price in a competitive market.
6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.
7. Explain why competition among consumers/buyers results in higher product prices.

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ACADEMIC CONTENT STANDARDS

Grades 3-5

Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Benchmark A: Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.

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Grade Three

Role of Government

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1. Explain the major functions of local government including:
 - a. Promoting order and security;
 - b. Making laws;
 - c. Settling disputes;
 - d. Providing public services;
 - e. Protecting the rights of individuals.
2. Explain the structure of local governments and identify local leaders (e.g., township trustees, county commissioners, city council members or mayor).
3. Identify the location of local government buildings and explain the functions of government that are carried out there.
4. Identify goods and services provided by local government, why people need them and the source of funding (taxation).
5. Define power and authority.
6. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).

ACADEMIC CONTENT STANDARDS

Grade Four

Role of Government

1. Explain major responsibilities of each of the three branches of government in Ohio:
 - a. The legislative branch, headed by the General Assembly, makes state laws.
 - b. The executive branch, headed by the governor, carries out and enforces laws made by the General Assembly.
 - c. The judicial branch, headed by the Ohio Supreme Court, interprets and applies the law.
2. Explain why elections are used to select leaders and decide issues.

Grade Five

Role of Government

1. Explain major responsibilities of each of the three branches of the U.S. government:
 - a. The legislative branch, headed by Congress, passes laws.
 - b. The executive branch, headed by the president, carries out and enforces the laws made by Congress.
 - c. The judicial branch, headed by the Supreme Court, interprets and applies the law.
2. Explain the essential characteristics of American democracy including:
 - a. The people are the source of the government's authority.
 - b. All citizens have the right and responsibility to vote and influence the decisions of the government.
 - c. The government is run directly by the people or through elected representatives.
 - d. The powers of government are limited by law.
 - e. Basic rights of individuals are guaranteed by the Constitution.

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ACADEMIC CONTENT STANDARDS

Benchmark B: Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.

Grade Three

No indicators present for this benchmark.

Grade Four

Rules and Laws

3. Explain the purpose of a democratic constitution:
 - a. To provide a framework for a government;
 - b. To limit the power of government;
 - c. To define the authority of elected officials.
4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

Grade Five

Rules and Laws

3. Explain the significance of the Declaration of Independence and the U.S. Constitution.

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ACADEMIC CONTENT STANDARDS

Grades 3-5

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Benchmark A: Explain how citizens take part in civic life in order to promote the common good.

Grade Three

Participation

1. Describe how people help to make the community a better place in which to live including:
 - a. Working to preserve the environment;
 - b. Helping the homeless;
 - c. Restoring houses in low-income areas;
 - d. Supporting education;
 - e. Planning community events;
 - f. Starting a business.
2. Demonstrate effective citizenship traits including:
 - a. Civility;
 - b. Respect for the rights and dignity of each person;
 - c. Volunteerism;
 - d. Compromise;
 - e. Compassion;
 - f. Persistence in achieving goals;
 - g. Civic-mindedness.

Grade Four

Participation

1. Describe the ways in which citizens can promote the common good and influence their government including:
 - a. Voting;
 - b. Communicating with officials;
 - c. Participating in civic and service organizations;
 - d. Performing voluntary service.

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ACADEMIC CONTENT STANDARDS

Grade Five

Participation

1. Explain how an individual acquires U.S. citizenship:
 - a. Birth;
 - b. Naturalization.

Benchmark B: Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

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Grade Three

Rights and Responsibilities

3. Describe the responsibilities of citizenship with emphasis on:
 - a. Voting;
 - b. Obeying laws;
 - c. Respecting the rights of others;
 - d. Being informed about current issues;
 - e. Paying taxes.

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Grade Four

Rights and Responsibilities

2. Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.
3. Explain the importance of leadership and public service.
4. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

Grade Five

Rights and Responsibilities

2. Explain the obligations of upholding the U.S. Constitution including:
 - a. Obeying laws;
 - b. Paying taxes;
 - c. Serving on juries;
 - d. Registering for selective service.

ACADEMIC CONTENT STANDARDS

3. Explain the significance of the rights that are protected by the First Amendment including:
 - a. Freedom of religion;
 - b. Freedom of speech;
 - c. Freedom of the press;
 - d. Right of petition and assembly.

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ACADEMIC CONTENT STANDARDS

Grades 3-5

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Benchmark A: Obtain information from a variety of primary and secondary sources using the component parts of the source.

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Grade Three

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Obtaining Information

1. Obtain information about local issues from a variety of sources including:
 - a. Maps;
 - b. Photos;
 - c. Oral histories;
 - d. Newspapers;
 - e. Letters;
 - f. Artifacts;
 - g. Documents.
2. Locate information using various parts of a source including:
 - a. The table of contents;
 - b. Title page;
 - c. Illustrations;
 - d. Keyword searches.

ACADEMIC CONTENT STANDARDS

Grade Four

- Obtaining Information*
1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic:
 - a. Atlases;
 - b. Encyclopedias;
 - c. Dictionaries;
 - d. Newspapers;
 - e. Multimedia/Electronic sources.
 2. Use a glossary and index to locate information.
 3. Use primary and secondary sources to answer questions about Ohio history.
 4. Describe how archaeologists and historians study and interpret the past.

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Grade Five

- Obtaining Information*
1. Obtain information from a variety of print and electronic sources and analyze its reliability including:
 - a. Accuracy of facts;
 - b. Credentials of the source.
 2. Locate information in a variety of sources using key words, related articles and cross-references.
 3. Differentiate between primary and secondary sources.

Benchmark B: Use a variety of sources to organize information and draw inferences.

Grade Three

- Thinking and Organizing*
3. Identify possible cause and effect relationships.
 4. Read and interpret pictographs, bar graphs and charts.

Grade Four

- Thinking and Organizing*
5. Identify main ideas and supporting details from factual information.
 6. Distinguish between fact and opinion.
 7. Read and interpret pictographs, bar graphs, line graphs and tables.

ACADEMIC CONTENT STANDARDS

8. Formulate a question to focus research.

Grade Five

*Thinking and
Organizing*

4. Read information critically in order to identify:
 - a. The author;
 - b. The author's perspective;
 - c. The purpose.
5. Compare points of agreement and disagreement among sources.
6. Draw inferences from relevant information.
7. Organize key ideas by taking notes that paraphrase or summarize.

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Benchmark C: Communicate social studies information using graphs or tables.

Grade Three

*Communicating
Information*

5. Communicate information using pictographs and bar graphs.

Grade Four

*Communicating
Information*

9. Communicate relevant information in a written report including the acknowledgement of sources.

Grade Five

*Communicating
Information*

8. Communicate research findings using line graphs and tables.

ACADEMIC CONTENT STANDARDS

Benchmark D: Use problem-solving skills to make decisions individually and in groups.

Grade Three

Problem Solving

6. Use a problem-solving/decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. Considering advantages and disadvantages of options;
 - e. Choosing and implementing a solution.

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Grade Four

Problem Solving

10. Use a problem-solving/decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. Considering advantages and disadvantages of options;
 - e. Choosing and implementing a solution;
 - f. Developing criteria for judging its effectiveness.

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Grade Five

Problem Solving

9. Use a problem-solving/decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. Considering advantages and disadvantages of options;
 - e. Choosing and implementing a solution;
 - f. Developing criteria for judging its effectiveness;
 - g. Evaluating the effectiveness of the solution.

ACADEMIC CONTENT STANDARDS

Grades 6-8

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Benchmark A: Interpret relationships between events shown on multiple-tier time lines.

Grade Six

Chronology

1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.
2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.

Grade Seven

Chronology

1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.

Grade Eight

Chronology

1. Select events and construct a multiple-tier time line to show relationships among events.

Benchmark B: Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.

Grade Six

Early Civilizations

3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including:
 - a. Hunting and gathering;
 - b. Tool making;
 - c. Use of fire;
 - d. Domestication of plants and animals;
 - e. Organizing societies;
 - f. Governance.

ACADEMIC CONTENT STANDARDS

4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including:
 - a. Location;
 - b. Government;
 - c. Religion;
 - d. Agriculture;
 - e. Cultural and scientific contributions.

Grade Seven

Early Civilizations

2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including:
 - a. The development of concepts of government and citizenship;
 - b. Scientific and cultural advancements;
 - c. The spread of religions;
 - d. Slavery and systems of labor.

Grade Eight

No indicators present for this benchmark.

6

7

8

Benchmark C: Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.

Grade Six

No indicators present for this benchmark.

Grade Seven

Feudalism and Transitions

3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.
4. Explain the lasting effects of military conquests during the Middle Ages including:
 - a. Muslim conquests;
 - b. The Crusades;
 - c. The Mongol invasions.

ACADEMIC CONTENT STANDARDS

5. Describe the impact of new ideas and institutions on European life including:
 - a. The significance of printing with movable type;
 - b. Major achievements in art, architecture and literature during the Renaissance;
 - c. The Reformation.

Grade Eight

No indicators present for this benchmark.

Benchmark D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries.

Grade Six

The First Global Age

5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including:
 - a. Location;
 - b. Government;
 - c. Religion;
 - d. Agriculture;
 - e. Cultural and scientific contributions.

6

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Grade Seven

The First Global Age

6. Describe the importance of the West African empires of Ghana, Mali and Songhay including:
 - a. Trade routes;
 - b. Products;
 - c. The spread of the Arabic language;
 - d. The spread of Islam.
7. Describe the causes and effects of European exploration after 1400 including:
 - a. Imperialism, colonialism and mercantilism;
 - b. Impact on the peoples of sub-Saharan Africa, Asia and the Americas.

ACADEMIC CONTENT STANDARDS

Grade Eight

The First Global Age

2. Describe the political, religious and economic aspects of North American colonization including:
 - a. Reasons for colonization, including religion, desire for land and economic opportunity;
 - b. Key differences among the Spanish, French and British colonies;
 - c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts;
 - d. Indentured servitude and the introduction and institutionalization of slavery;
 - e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies;
 - f. Conflicts among colonial powers for control of North America.

Benchmark E: Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.

6

Grade Six

No indicators present for this benchmark.

7

Grade Seven

No indicators present for this benchmark.

8

Grade Eight

Revolution

3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:
 - a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;
 - b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.

ACADEMIC CONTENT STANDARDS

4. Explain the results of important developments of the American Revolution including:
 - a. A declaration of American independence;
 - b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;
 - c. Creation of state constitutions;
 - d. Impacts on women, African-Americans and American Indians.

Benchmark F: Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.

Grade Six

No indicators present for this benchmark.

Grade Seven

No indicators present for this benchmark.

Grade Eight

A New Nation

5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:
 - a. Maintaining national security;
 - b. Creating a stable economic system;
 - c. Dealing with war debts;
 - d. Collecting revenue;
 - e. Defining the authority of the central government.
6. Explain the challenges in writing and ratifying the U.S. Constitution including:
 - a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);
 - b. The Federalist/Anti-Federalist debate;
 - c. The debate over a Bill of Rights.

ACADEMIC CONTENT STANDARDS

7. Describe the actions taken to build one country from 13 states including:
 - a. The precedents established by George Washington, including the cabinet and a two-term presidency;
 - b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank;
 - c. The establishment of an independent federal court system.

Benchmark G: Analyze the causes and consequences of the American Civil War.

Grade Six

No indicators present for this benchmark.

Grade Seven

No indicators present for this benchmark.

Grade Eight

*Civil War and
Reconstruction*

8. Describe and analyze the territorial expansion of the United States including:
 - a. Northwest Ordinance;
 - b. The Louisiana Purchase and the Lewis and Clark expedition;
 - c. Westward movement including Manifest Destiny;
 - d. The Texas War for Independence and the Mexican-American War.

6

7

8

ACADEMIC CONTENT STANDARDS

9. Explain causes of the Civil War with emphasis on:
 - a. Slavery;
 - b. States' rights;
 - c. The different economies of the North and South;
 - d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act;
 - e. The abolitionist movement and the roles of Frederick Douglass and John Brown;
 - f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850;
 - g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.
10. Explain the course and consequences of the Civil War with emphasis on:
 - a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant;
 - b. The Emancipation Proclamation;
 - c. The Battle of Gettysburg.
11. Analyze the consequences of Reconstruction with emphasis on:
 - a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson;
 - b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution;
 - c. The Ku Klux Klan and the enactment of black codes.

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ACADEMIC CONTENT STANDARDS

Grades 6-8

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Benchmark A: Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.

Grade Six

Cultures

1. Compare the cultural practices and products of the societies studied including:
 - a. Class structure;
 - b. Gender roles;
 - c. Beliefs;
 - d. Customs and traditions.
2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including:
 - a. Buddhism;
 - b. Christianity;
 - c. Judaism;
 - d. Hinduism;
 - e. Islam.

6

7

8

Grade Seven

Cultures

1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.
2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.

Grade Eight

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS

Benchmark B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.

Grade Six

Interaction

3. Explain factors that foster conflict or cooperation among countries:
 - a. Language;
 - b. Religion;
 - c. Types of government;
 - d. Historic relationships;
 - e. Economic interests.

Grade Seven

No indicators present for this benchmark.

Grade Eight

Interaction

1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.
2. Describe and explain the social, economic and political effects of:
 - a. Stereotyping and prejudice;
 - b. Racism and discrimination;
 - c. Institutionalized racism and institutionalized discrimination.
3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.
4. Analyze the economic, geographic, religious and political factors that contributed to:
 - a. The enslavement of Africans in North America;
 - b. Resistance to slavery.
5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.

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ACADEMIC CONTENT STANDARDS

Benchmark C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

Grade Six

No indicators present for this benchmark.

Grade Seven

Diffusion

3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.
4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.

Grade Eight

Diffusion

6. Explain how the diverse peoples of the United States developed a common national identity.

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ACADEMIC CONTENT STANDARDS

Grades 6-8

Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Benchmark A: Identify on a map the location of major physical and human features of each continent.

Grade Six

Location

1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.
2. Use coordinates of latitude and longitude to locate points on a world map.

Grade Seven

Location

1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.
2. On a map, identify places related to the historical events being studied and explain their significance.

Grade Eight

No indicators present for this benchmark.

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ACADEMIC CONTENT STANDARDS

Benchmark B: Define and identify regions using human and physical characteristics.

Grade Six

Places and Regions

3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including:
 - a. Agriculture;
 - b. Mining;
 - c. Fishing;
 - d. Manufacturing.
4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.

Grade Seven

Places and Regions

3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.

Grade Eight

Places and Regions

1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

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ACADEMIC CONTENT STANDARDS

Benchmark C: Explain how the environment influences the way people live in different places and the consequences of modifying the environment.

Grade Six

Human Environmental Interaction

5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:
 - a. Bodies of water;
 - b. Landforms;
 - c. Climates;
 - d. Vegetation;
 - e. Weathering;
 - f. Seismic activity.
6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:
 - a. Urbanization;
 - b. Desertification;
 - c. Deforestation.
7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including:
 - a. Dam building;
 - b. Energy production/usage;
 - c. Agriculture;
 - d. Urban growth.

Grade Seven

Human Environmental Interaction

4. Use physical and historical maps to analyze the reasons that human features are located in particular places.

Grade Eight

Human Environmental Interaction

2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.

ACADEMIC CONTENT STANDARDS

Benchmark D: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.

Grade Six

Movement

8. Explain push and pull factors that cause people to migrate from place to place including:
 - a. Oppression/Freedom;
 - b. Poverty/Economic opportunity;
 - c. Cultural ties;
 - d. Political conflicts;
 - e. Environmental factors.
9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.

Grade Seven

Movement

5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including:
 - a. Physical features;
 - b. Culture;
 - c. War;
 - d. Trade;
 - e. Technological innovations.

Grade Eight

Movement

3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

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ACADEMIC CONTENT STANDARDS

Grades 6-8

Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Benchmark A: Explain how the endowment and development of productive resources affect economic decisions and global interactions.

Grade Six

Scarcity and Resource Allocation

1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.
2. Explain that most decisions involve trade-offs and give examples.

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Grade Seven

Scarcity and Resource Allocation

1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.

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Grade Eight

Scarcity and Resource Allocation

1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.

Benchmark B: Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Grade Six

Markets

3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.
4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.

ACADEMIC CONTENT STANDARDS

5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.

Grade Seven

Markets

2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.

Grade Eight

Markets

2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.
3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.

Benchmark C: Identify connections between government policies and the economy.

Grade Six

Government and the Economy

6. Distinguish between goods and services typically produced by the private sector and the public sector.

Grade Seven

No indicators present for this benchmark.

Grade Eight

Government and the Economy

4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.
5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.

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ACADEMIC CONTENT STANDARDS

Grades 6-8

Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Benchmark A: Explain why people institute governments, how they influence governments, and how governments interact with each other.

Grade Six

Role of Government

1. Explain reasons for the creation of governments such as:
 - a. Protecting lives, liberty and property;
 - b. Providing services that individuals cannot provide for themselves.
2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.
3. Explain the ways that countries interact with each other including:
 - a. Diplomacy;
 - b. Treaties;
 - c. International meetings and exchanges (e.g., United Nations);
 - d. Military conflict.

Grade Seven

No indicators present for this benchmark.

Grade Eight

Role of Government

1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.

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ACADEMIC CONTENT STANDARDS

2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:
 - a. Payment of debt;
 - b. Establishment of a national bank;
 - c. Strict or loose interpretation of the Constitution;
 - d. Support for England or France.

Benchmark B: Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.

Grade Six

No indicators present for this benchmark.

Grade Seven

No indicators present for this benchmark.

Grade Eight

Rules and Laws

3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:
 - a. Shays's Rebellion;
 - b. Economic instability;
 - c. Government under the Articles of Confederation.
4. Explain the political concepts expressed in the U.S. Constitution:
 - a. Representative democracy;
 - b. Federalism;
 - c. Bicameralism;
 - d. Separation of powers;
 - e. Checks and balances.
5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.

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ACADEMIC CONTENT STANDARDS

6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:
 - a. Freedom of religion, speech, press, assembly and petition;
 - b. Right to trial by jury and the right to counsel;
 - c. Due process and equal protection of the laws.
7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.
8. Describe the process by which a bill becomes a law.

Benchmark C: Compare the defining characteristics of democracies, monarchies and dictatorships.

Grade Six

Systems of Government

4. Describe the defining characteristics of democracies, monarchies and dictatorships.

Grade Seven

Systems of Government

1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today.
2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.

Grade Eight

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS

Grades 6-8

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Benchmark A: Show the relationship between civic participation and attainment of civic and public goals.

Grade Six

Participation

1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.

Grade Seven

Participation

1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy.

Grade Eight

Participation

1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:
 - a. The Sons of Liberty and Committees of Correspondence/American independence;
 - b. The Underground Railroad and the abolitionist movement/Abolition of slavery.
2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:
 - a. Nominating conventions;
 - b. Expansion of the franchise;
 - c. Active campaigning.

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ACADEMIC CONTENT STANDARDS

Benchmark B: Identify historical origins that influenced the rights U.S. citizens have today.

Grade Six

*Rights and
Responsibilities*

2. Compare the rights and responsibilities of citizens living under various systems of government.

Grade Seven

*Rights and
Responsibilities*

2. Describe the rights found in the Magna Carta and show connections to rights Americans have today.

Grade Eight

*Rights and
Responsibilities*

3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:
 - a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner;
 - b. State constitutional conventions and the disenfranchisement of free blacks;
 - c. Jackson and his role in Indian removal;
 - d. Frederick Douglass and the abolitionist movement;
 - e. Elizabeth Cady Stanton and women's rights.
4. Show connections between the rights and responsibilities of citizenship including:
 - a. Voting and staying informed on issues;
 - b. Being tried by a jury and serving on juries;
 - c. Having rights and respecting the rights of others.

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ACADEMIC CONTENT STANDARDS

Grades 6-8

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Benchmark A: Analyze different perspectives on a topic obtained from a variety of sources.

Grade Six

- Obtaining Information*
1. Use multiple sources to define essential vocabulary and obtain information for a research project including:
 - a. Almanacs;
 - b. Gazetteers;
 - c. Trade books;
 - d. Periodicals;
 - e. Video tapes;
 - f. Electronic sources.

Grade Seven

No indicators present for this benchmark.

Grade Eight

- Obtaining Information*
1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

Benchmark B: Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

Grade Six

- Thinking and Organizing*
2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
 3. Organize information using outlines and graphic organizers.

Social Studies Skills and Methods

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ACADEMIC CONTENT STANDARDS

4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

Grade Seven

Thinking and Organizing

1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Grade Eight

No indicators present for this benchmark.

Benchmark C: Present a position and support it with evidence and citation of sources.

Grade Six

Communicating Information

5. Complete a research project that includes a bibliography.
6. Communicate a position on a topic orally or in writing and support the position with evidence.

6

Grade Seven

Communicating Information

2. Compare multiple viewpoints and frames of reference related to important events in world history.

7

Grade Eight

Communicating Information

2. Construct a historical narrative using primary and secondary sources.
3. Write a position paper or give an oral presentation that includes citation of sources.

8

ACADEMIC CONTENT STANDARDS

Benchmark D: Work effectively in a group.

Grade Six

Problem Solving

7. Work effectively to achieve group goals:
 - a. Engage in active listening;
 - b. Provide feedback in a constructive manner;
 - c. Help establish group goals;
 - d. Take various roles within the group;
 - e. Recognize contributions of others.

Grade Seven

Problem Solving

3. Establish guidelines, rules and time lines for group work.
4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

Grade Eight

Problem Solving

4. Organize and lead a discussion.
5. Identify ways to manage conflict within a group.

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ACADEMIC CONTENT STANDARDS

Grades 9-10

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Benchmark A: Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.

Grade Nine

Enlightenment Ideas

1. Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.
2. Explain connections among Enlightenment ideas, the American Revolution, the French Revolution and Latin American wars for independence.

Grade Ten

No indicators present for this benchmark.

Benchmark B: Explain the social, political and economic effects of industrialization.

Grade Nine

9

Industrialization

3. Explain the causes and effects of the Industrial Revolution with emphasis on:
 - a. How scientific and technological changes promoted industrialization in the textile industry in England;
 - b. The impact of the growth of population, rural-to-urban migrations, growth of industrial cities, and emigration out of Europe;
 - c. The changing role of labor and the rise of the union movement;
 - d. Changes in living and working conditions for the early industrial working class, especially women and children;
 - e. The growth of industrialization around the world.

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ACADEMIC CONTENT STANDARDS

Grade Ten

Industrialization

1. Explain the effects of industrialization in the United States in the 19th century including:
 - a. Changes in work and the workplace;
 - b. Immigration and child labor and their impact on the labor force;
 - c. Modernization of agriculture;
 - d. Urbanization;
 - e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.
2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:
 - a. Laissez-faire policies;
 - b. Monopolies;
 - c. Standard of living.
3. 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:
 - a. Unregulated working conditions;
 - b. Laissez-faire policies toward big business;
 - c. Violence toward supporters of organized labor.
4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:
 - a. Urban reforms;
 - b. Conservation;
 - c. Business regulation and antitrust legislation;
 - d. The movement for public schooling;
 - e. The regulation of child labor.

ACADEMIC CONTENT STANDARDS

Benchmark C: Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.

Grade Nine

Imperialism

4. Describe the political, economic and social roots of imperialism.
5. Analyze the perspectives of the colonizers and the colonized concerning:
 - a. Indigenous language;
 - b. Natural resources;
 - c. Labor;
 - d. Political systems;
 - e. Religion.
6. Explain the global impact of imperialism including:
 - a. Modernization of Japan;
 - b. Political and social reform in China;
 - c. Exploitation of African resources.

Grade Ten

Imperialism

5. Trace the development of the United States as a world power with emphasis on:
 - a. The Spanish-American War;
 - b. U.S. imperialism in the Far East, South Pacific, Caribbean and Central America.

ACADEMIC CONTENT STANDARDS

Benchmark D: Connect developments related to World War I with the onset of World War II.

Grade Nine

20th Century Conflict

7. Analyze the causes and effects of World War I with emphasis on:
 - a. Militarism, imperialism, nationalism and alliances;
 - b. The global scope, outcomes and human costs of the war;
 - c. The role of new technologies and practices including the use of poison gas, trench warfare, machine guns, airplanes, submarines and tanks;
 - d. The Treaty of Versailles and the League of Nations.
8. Analyze the causes and consequences of the Russian Revolution including:
 - a. The lack of economic, political and social reforms under the tsars;
 - b. The impact of World War I;
 - c. The emergence of Lenin, Stalin and the Bolsheviks;
 - d. The rise of communism in Russia.
9. Assess the global impact of post-World War I economic, social and political turmoil including:
 - a. Disarmament;
 - b. Worldwide depression;
 - c. Colonial rebellion;
 - d. Rise of militarist and totalitarian states in Europe and Asia.
10. Analyze the causes of World War II including:
 - a. Appeasement;
 - b. Axis expansion;
 - c. The role of the Allies.

ACADEMIC CONTENT STANDARDS

Grade Ten

20th Century Conflict

6. Trace the development of the United States as a world power with emphasis on:
 - a. The decision to enter into World War I;
 - b. President Wilson's Fourteen Points;
 - c. The Treaty of Versailles;
 - d. The decision of the United States not to participate in the League of Nations.
7. 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.

Benchmark E: Analyze connections between World War II, the Cold War and contemporary conflicts.

Grade Nine

20th Century Conflict

11. Analyze the consequences of World War II including:
 - a. Atomic weapons;
 - b. Civilian and military losses;
 - c. The Holocaust and its impact;
 - d. Refugees and poverty;
 - e. The United Nations;
 - f. The establishment of the state of Israel.
12. Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War including:
 - a. Soviet expansion in Eastern Europe;
 - b. The division of Germany;
 - c. The emergence of NATO and the Warsaw Pact;
 - d. The Chinese Communist Revolution.
13. Examine social, economic and political struggles resulting from colonialism and imperialism including:
 - a. Independence movements in India, Indochina and Africa;
 - b. Rise of dictatorships in former colonies.

ACADEMIC CONTENT STANDARDS

14. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including:
 - a. The arms build-up;
 - b. Ethnic unrest in the Soviet Union;
 - c. Independence movements in former Soviet satellites;
 - d. Global decline of communism.
15. Examine regional and ethnic conflict in the post-Cold War era including:
 - a. Persistent conflict in the Middle East;
 - b. Ethnic strife in Europe, Africa and Asia.

Grade Ten

20th Century Conflict

8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:
 - a. The Marshall Plan;
 - b. Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis;
 - c. The Korean War and the Vietnam War.

Benchmark F: Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

Grade Nine

No indicators present for this benchmark.

Grade Ten

The United States in the 20th Century

9. Analyze the major political, economic and social developments of the 1920s including:
 - a. The Red Scare;
 - b. Women's right to vote;
 - c. African-American migrations from the South to the North;
 - d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan;
 - e. The Roaring Twenties and the Harlem Renaissance;
 - f. Stock market speculation and the stock market crash of 1929.

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ACADEMIC CONTENT STANDARDS

10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:
 - a. The Great Depression;
 - b. The Dust Bowl;
 - c. The New Deal.
11. Analyze the impact of U.S. participation in World War II with emphasis on:
 - a. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce;
 - b. The internment of Japanese-Americans.
12. Explain major domestic developments after 1945 with emphasis on:
 - a. Postwar prosperity in the United States;
 - b. McCarthyism;
 - c. The space race;
 - d. Immigration patterns.
13. Trace social unrest, protest and change in the United States including:
 - a. Antiwar protest during the Vietnam War;
 - b. The counterculture movement;
 - c. The women's liberation movement.
14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:
 - a. *Brown v. Board of Education*;
 - b. Changes in goals and tactics of leading civil rights advocates and organizations;
 - c. The linkages between the civil rights movement and movements to gain justice for other minority groups.

ACADEMIC CONTENT STANDARDS

Grades 9-10

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Benchmark A: Analyze the influence of different cultural perspectives on the actions of groups.

Grade Nine

Cultures

1. Analyze examples of how people in different cultures view events from different perspectives including:
 - a. Creation of the state of Israel;
 - b. Partition of India and Pakistan;
 - c. Reunification of Germany;
 - d. End of apartheid in South Africa.

Grade Ten

Cultures

1. Describe how the perspectives of cultural groups helped to create political action groups such as:
 - a. The National Association for the Advancement of Colored People (NAACP);
 - b. National Organization for Women (NOW);
 - c. American Indian Movement (AIM);
 - d. United Farm Workers.
2. 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.

9

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ACADEMIC CONTENT STANDARDS

Benchmark B: Analyze the consequences of oppression, discrimination and conflict between cultures.

Grade Nine

Interaction

2. Analyze the results of political, economic, and social oppression and the violation of human rights including:
 - a. The exploitation of indigenous peoples;
 - b. The Holocaust and other acts of genocide, including those that have occurred in Armenia, Rwanda, Bosnia and Iraq.

Grade Ten

Interaction

3. Explain how Jim Crow laws legalized discrimination based on race.
4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.

ACADEMIC CONTENT STANDARDS

Benchmark C: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

Grade Nine

Diffusion

3. Explain how advances in communication and transportation have impacted:
 - a. Globalization;
 - b. Cooperation and conflict;
 - c. The environment;
 - d. Collective security;
 - e. Popular culture;
 - f. Political systems;
 - g. Religion.

Grade Ten

Diffusion

5. Explain the effects of immigration on society in the United States:
 - a. Housing patterns;
 - b. Political affiliation;
 - c. Education system;
 - d. Language;
 - e. Labor practices;
 - f. Religion.

ACADEMIC CONTENT STANDARDS

Grades 9-10

Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Benchmark A: Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.

Grade Nine

Places and Regions

1. Interpret data to make comparisons between and among countries and regions including:
 - a. Birth rates;
 - b. Death rates;
 - c. Infant mortality rates;
 - d. Education levels;
 - e. Per capita Gross Domestic Product (GDP).
2. Explain how differing points of view play a role in conflicts over territory and resources.
3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.

9

Grade Ten

Places and Regions

1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:
 - a. Urban areas;
 - b. Wilderness;
 - c. Farmland;
 - d. Centers of industry and technology.

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ACADEMIC CONTENT STANDARDS

Benchmark B: Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.

Grade Nine

- Human Environmental Interaction*
4. Explain the causes and consequences of urbanization including economic development, population growth and environmental change.

Grade Ten

- Human Environmental Interaction*
2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.

Benchmark C: Analyze the patterns and processes of movement of people, products and ideas.

Grade Nine

- Movement*
5. Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.

Grade Ten

- Movement*
3. Analyze the geographic processes that contributed to changes in American society including:
 - a. Industrialization and post-industrialization;
 - b. Urbanization and suburbanization;
 - c. Immigration.

ACADEMIC CONTENT STANDARDS

Grades 9-10

Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Benchmark A: Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.

Grade Nine

Markets

1. Describe costs and benefits of trade with regard to:
 - a. Standard of living;
 - b. Productive capacity;
 - c. Usage of productive resources;
 - d. Infrastructure.
2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of what to produce, how to produce, and for whom to produce.
3. Analyze characteristics of traditional, market, command and mixed economies with regard to:
 - a. Private property;
 - b. Freedom of enterprise;
 - c. Competition and consumer choice;
 - d. The role of government.

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Grade Ten

Markets

1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.
2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.

ACADEMIC CONTENT STANDARDS

Benchmark B: Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.

Grade Nine

Government and the Economy

4. Analyze the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.

Grade Ten

Government and the Economy

3. Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.
4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.
5. 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.

ACADEMIC CONTENT STANDARDS

Grades 9-10

Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Benchmark A: Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.

Grade Nine

No indicators present for this benchmark.

Grade Ten

Rules and Laws

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

ACADEMIC CONTENT STANDARDS

Benchmark B: Analyze the differences among various forms of government to determine how power is acquired and used.

Grade Nine

- Systems of Government*
1. Explain how various systems of governments acquire, use and justify their power.
 2. Analyze the purposes, structures and functions of various systems of government including:
 - a. Absolute monarchies;
 - b. Constitutional monarchies;
 - c. Parliamentary democracies;
 - d. Presidential democracies;
 - e. Dictatorships;
 - f. Theocracies.

Grade Ten

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS

Grades 9-10

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Benchmark A: Analyze ways people achieve governmental change, including political action, social protest and revolution.

Grade Nine

Participation

1. Analyze and evaluate the influence of various forms of citizen action on public policy including:
 - a. The French Revolution;
 - b. The international movement to abolish the slave trade and slavery;
 - c. The Russian Revolution;
 - d. The independence movement in India;
 - e. The fall of communism in Europe;
 - f. The end of apartheid.
2. Describe and compare opportunities for citizen participation under different systems of government including:
 - a. Absolute monarchies;
 - b. Constitutional monarchies;
 - c. Parliamentary democracies;
 - d. Presidential democracies;
 - e. Dictatorships;
 - f. Theocracies.
3. Analyze how governments and other groups have used propaganda to influence public opinion and behavior.

ACADEMIC CONTENT STANDARDS

Grade Ten

Participation

1. 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:
 - a. Extension of suffrage;
 - b. Labor legislation;
 - c. Civil rights legislation;
 - d. Military policy;
 - e. Environmental legislation;
 - f. Business regulation;
 - g. Educational policy.
2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:
 - a. Women's suffrage movement of the late 1800s;
 - b. Civil rights movement of the 1960s;
 - c. Student protests during the Vietnam War.

ACADEMIC CONTENT STANDARDS

Benchmark B: Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.

Grade Nine

No indicators present for this benchmark.

Grade Ten

Rights and Responsibilities

3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:
 - a. Clear and present danger;
 - b. Compelling government interest;
 - c. National security;
 - d. Libel or slander;
 - e. Public safety;
 - f. Equal opportunity.
4. Analyze instances in which the rights of individuals were restricted including:
 - a. Conscientious objectors in World War I;
 - b. Immigrants during the Red Scare;
 - c. Intellectuals and artists during the McCarthy Era;
 - d. African-Americans during the civil rights movement.

ACADEMIC CONTENT STANDARDS

Grades 9-10

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Benchmark A: Evaluate the reliability and credibility of sources.

Grade Nine

Thinking and Organizing

1. Detect bias and propaganda in primary and secondary sources of information.
2. Evaluate the credibility of sources for:
 - a. Logical fallacies;
 - b. Consistency of arguments;
 - c. Unstated assumptions;
 - d. Bias.
3. Analyze the reliability of sources for:
 - a. Accurate use of facts;
 - b. Adequate support of statements;
 - c. Date of publication.

Grade Ten

Thinking and Organizing

1. Determine the credibility of sources by considering the following:
 - a. The qualifications and reputation of the writer;
 - b. Agreement with other credible sources;
 - c. Recognition of stereotypes;
 - d. Accuracy and consistency of sources;
 - e. The circumstances in which the author prepared the source.
2. Critique evidence used to support a thesis.

9

10

ACADEMIC CONTENT STANDARDS

Benchmark B: Use data and evidence to support or refute a thesis.

Grade Nine

*Communicating
Information*

4. Develop and present a research project including:
 - a. Collection of data;
 - b. Narrowing and refining the topic;
 - c. Construction and support of the thesis.

Grade Ten

*Communicating
Information*

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

ACADEMIC CONTENT STANDARDS

Grades 11-12

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Benchmark A: Explain patterns of historical continuity and change by challenging arguments of historical inevitability.

Grade Eleven

Analysis and Interpretation

1. Evaluate the limitations and the opportunities that result from decisions made in the past including:
 - a. Electoral College;
 - b. Direct election of senators;
 - c. Income tax;
 - d. Length of terms of elected and appointed officials.
2. Trace key Supreme Court decisions related to a provision of the Constitution (e.g., cases related to reapportionment of legislative districts, free speech or separation of church and state).

Grade Twelve

Analysis and Interpretation

1. Challenge arguments of historical inevitability by giving examples of how different choices could have led to different consequences (e.g., choices made during the Civil War, choices relating to immigration policy, or choices made during the Cuban Missile Crisis).

ACADEMIC CONTENT STANDARDS

Benchmark B: Use historical interpretations to explain current issues.

Grade Eleven

No indicators present for this benchmark.

Grade Twelve

Analysis and Interpretation

2. Analyze primary source material to see if a historical interpretation is supported.
3. Analyze cause-and-effect relationships and multiple causation including the influence of ideas, the role of chance and individual and collective action.

ACADEMIC CONTENT STANDARDS

Grades 11-12

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Benchmark A: Analyze how issues may be viewed differently by various cultural groups.

Grade Eleven

Cultures

1. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups:
 - a. Indian policies;
 - b. Immigration laws;
 - c. Segregation policies;
 - d. Selective service laws.

Grade Twelve

Cultures

1. Identify the perspectives of diverse cultural groups when analyzing current issues.
2. Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.

Benchmark B: Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.

Grade Eleven

Interaction

2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.

11

12

ACADEMIC CONTENT STANDARDS

3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the U.S. society and economy including:
 - a. Naturalization;
 - b. Voting rights;
 - c. Racial integration;
 - d. Affirmative action.

Grade Twelve

Interaction

3. Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity (e.g., English only/bilingual education, theocracies/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation).
4. Evaluate the effectiveness of international governmental organizations (e.g., United Nations, European Union, World Court and Organization of American States), multinational corporations, and nongovernmental organizations (e.g., Amnesty International, Red Cross and World Council of Churches) in the global arena.

Benchmark C: Explain the role of diverse cultural institutions in shaping American society.

Grade Eleven

Diffusion

4. Explain how the United States has been affected politically, economically and socially by its multicultural diversity (e.g., work force, new ideas and perspectives, and modifications to culture).

Grade Twelve

Diffusion

5. Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.

ACADEMIC CONTENT STANDARDS

Grades 11-12

Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Benchmark A: Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.

Grade Eleven

Places and Regions

1. Explain how government decisions reflect a society's values about land use (e.g., zoning, park development or toxic waste disposal).

Grade Twelve

Places and Regions

1. Explain how people create places that reflect culture, human needs, government policy, current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers and industrial parks.

Benchmark B: Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.

Grade Eleven

Human Environmental Interaction

2. Analyze and evaluate the consequences of a governmental policy that affects the physical characteristics of a place or region.

Grade Twelve

Human Environmental Interaction

2. Describe the intended and unintended effects of human modifications to the physical environment and weigh the costs and benefits of alternative approaches to addressing environmental concerns (e.g., alternative sources of energy, mass transportation systems, or farmland and wetland preservation).

ACADEMIC CONTENT STANDARDS

3. Analyze policies and programs for natural resource use and management considering possible trade-offs between environmental quality and economic growth.

Benchmark C: Use appropriate data sources and geographic tools to analyze and evaluate public policies.

Grade Eleven

Application of Geography

3. Compare and evaluate alternative public policies for the use of land and natural resources at all levels of government.
4. Identify and analyze the changing political geography at the local, state, national and international levels including:
 - a. Annexation;
 - b. Zoning;
 - c. Congressional reapportionment;
 - d. Changes in international boundaries.

Grade Twelve

Application of Geography

4. Use appropriate data sources and tools to gather, manipulate, interpret and communicate geographic information related to civic/global issues.

ACADEMIC CONTENT STANDARDS

Grades 11-12

Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Benchmark A: Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.

Grade Eleven

Scarcity and Resource Allocation

1. Explain the effects of shortages, surpluses and government-enforced controls on prices.
2. Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers and investors.
3. Explain the impact of inflation on economic behavior.

Grade Twelve

Scarcity and Resource Allocation

1. Compare how values and beliefs influence economic decisions in different communities.
2. Explain the impact of marginal cost/marginal benefit analysis on decision-making.
3. Select a current issue; identify the costs and benefits of various choices to determine the impact of personal and social economic decisions on the allocation of productive resources.

ACADEMIC CONTENT STANDARDS

Benchmark B: Identify factors which inhibit or spur economic growth and cause expansions or recessions.

Grade Eleven

*Production,
Distribution and
Consumption*

4. Describe the functions of the components that make up an economic system and describe the relationships among them including:
 - a. Business;
 - b. Productive resources;
 - c. Financial institutions;
 - d. Government;
 - e. Consumers.
5. Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market.
6. Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the:
 - a. Consumer Price Index;
 - b. Unemployment rate;
 - c. Gross Domestic Product (GDP).

Grade Twelve

*Production,
Distribution and
Consumption*

4. Use the circular flow model to explain the flow of money, goods, services and productive resources in the economy.

ACADEMIC CONTENT STANDARDS

Benchmark C: Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.

Grade Eleven

Markets

7. Explain how countries use their comparative advantage to produce goods and services for trade with other countries.
8. Explain the effects of specialization, interdependence and trade on the United States and other countries.
9. Explain how changes in exchange rates affect consumers and producers.

Grade Twelve

Markets

5. Identify reasons for and the impacts of multinational economic organizations:
 - a. Organization of the Petroleum Exporting Countries (OPEC);
 - b. European Monetary Union;
 - c. North American Free Trade Agreement (NAFTA);
 - d. World Trade Organization (WTO);
 - e. World Bank.

Benchmark D: Analyze the role of fiscal and regulatory policies in a mixed economy.

Grade Eleven

Government and the Economy

10. Analyze issues related to the use of different types of taxes to fund public goods and services including:
 - a. Proportional tax;
 - b. Progressive tax;
 - c. Regressive tax.

Grade Twelve

Government and the Economy

6. Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences.

ACADEMIC CONTENT STANDARDS

7. Identify public policies that may cost more than the benefits they generate, assess who enjoys the benefits, who bears the cost and explain why the policies exist.

Benchmark E: Explain the use of a budget in making personal economic decisions and planning for the future.

Grade Eleven

Personal Finance

11. Explain why incomes will differ in the labor market depending on supply and demand for skills, abilities and education levels.
12. Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.
13. Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources including:
 - a. Budgets;
 - b. Savings;
 - c. Investments;
 - d. Credit;
 - e. Philanthropy.
14. Describe how interest rates affect savers and borrowers.

Grade Twelve

No indicators present for this benchmark.

ACADEMIC CONTENT STANDARDS

Grades 11-12

Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Benchmark A: Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.

Grade Eleven

Role of Government

1. Analyze the actions of the U.S. government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good.
2. Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.
3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights.
4. Describe the changing relationship among the levels of government in the U.S. federal system, and evaluate applications of the principle of federalism for serving the public good and protecting individual rights.
5. Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of the government.
6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution.

Grade Twelve

Role of Government

1. Identify and analyze an issue related to domestic or foreign policy in the United States (e.g., human rights, intervention in conflicts between other countries, or health care).

ACADEMIC CONTENT STANDARDS

2. Explain how individuals and groups, both governmental and non-governmental, influence domestic and foreign policy and evaluate how these actions reflect characteristics of American democracy.

Benchmark B: Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.

Grade Eleven

Rules and Laws

7. Explain the philosophical foundations of the American political system as outlined in the Declaration of Independence, the U.S. Constitution and the Federalist Papers with emphasis on the basic principles of natural rights.
8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on:
 - a. Concurrent powers;
 - b. Reserved powers;
 - c. Implied powers;
 - d. Expressed powers.
9. Explain how interpretations of the basic principles found in the U.S. Constitution have changed over time.
10. Explain the importance of the privilege of habeas corpus and the constitutional prohibitions against bills of attainder and ex post facto laws.

Grade Twelve

Rules and Laws

3. Explain the key arguments made for and against the ratification of the Constitution and illustrate how those arguments influence contemporary political debate.

ACADEMIC CONTENT STANDARDS

Benchmark C: Analyze how citizens participate in the election process in the United States.

Grade Eleven

- Systems of Government*
11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process.
 12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on:
 - a. Appointments;
 - b. Primary and general elections;
 - c. The Electoral College;
 - d. Recall;
 - e. Impeachment.
 13. Explain the use of the initiative and referendum in the government of Ohio.

Grade Twelve

- Systems of Government*
4. Identify and analyze issues related to the election process in the United States (e.g., election board policies, technology used in elections, media reporting of election results).

ACADEMIC CONTENT STANDARDS

Grades 11-12

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Benchmark A: Evaluate various means for citizens to take action on a particular issue.

Grade Eleven

Participation

1. Analyze historical and contemporary examples of citizen movements to bring about political change (e.g., Mothers Against Drunk Driving [MADD], NOW, Common Cause, NAACP and Eagle Forum).
2. Choose an effective method of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances.
3. Explain how an individual participates in primary and general elections including:
 - a. Registering to vote;
 - b. Identifying the major duties, responsibilities and qualifications required for a particular position;
 - c. Becoming informed about candidates and issues;
 - d. Declaring or changing party affiliation;
 - e. Obtaining, marking and depositing a ballot.

Grade Twelve

Participation

1. Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic:
 - a. Persuasive speech;
 - b. Panel discussion;
 - c. Debate.
2. Evaluate policies that have been proposed as ways of dealing with social changes resulting from new technologies (e.g., censorship of the media, intellectual property rights, or organ donation).

11

12

ACADEMIC CONTENT STANDARDS

3. Analyze relationships and tensions between national sovereignty and international accords and organizations (e.g., international agreements on environmental issues, trade agreements, arms agreements, European Union or NATO).
4. Explain and demonstrate knowledge of federal and Ohio freedom of information and open meeting laws.
5. Explain how to file a request for public information using either the appropriate federal or Ohio freedom of information statute.
6. Prepare a plan of action that defines a community issue and suggest alternative solutions or courses of action based on appropriate criteria.
7. Analyze the causes, consequences and possible solutions to persistent, contemporary and emerging world problems (e.g., health, security, resource allocation, economic development or environmental quality).
8. Analyze how democracy, the free flow of information, global economic interdependence, or human rights movements can cause change within a country.

ACADEMIC CONTENT STANDARDS

Benchmark B: Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.

Grade Eleven

Rights and Responsibilities

4. Compare the rights of citizens and resident aliens.
5. Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through:
 - a. Legislation;
 - b. The role of the judiciary in upholding rights;
 - c. The role of citizens exercising their rights.
6. Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy including:
 - a. Behaving in a civil manner;
 - b. Being fiscally responsible;
 - c. Accepting responsibility for the consequences of one's actions;
 - d. Practicing civil discourse;
 - e. Becoming informed on public issues;
 - f. Voting;
 - g. Taking action on public issues;
 - h. Providing public service;
 - i. Serving on juries.

Grade Twelve

Rights and Responsibilities

9. Compare elements, proceedings and decisions related to the right to a fair trial in criminal and civil courts and describe alternatives to litigation for maintaining order and resolving conflicts within the U.S. legal system including:
 - a. Mediation;
 - b. Arbitration;
 - c. Alternative dispute resolution;
 - d. Plea-bargaining.

11

12

ACADEMIC CONTENT STANDARDS

Grades 11-12

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Benchmark A: Obtain and evaluate information from public records and other resources related to a public policy issue.

Grade Eleven

- Obtaining Information*
1. Identify a current public policy issue and arguments relative to the issue.
 2. Determine criteria by which arguments will be judged.
 3. Identify advocacy groups and obtain public policy information they produce.
 4. Adjust a research question or topic based on information obtained while conducting research.

Grade Twelve

- Obtaining Information*
1. Obtain and evaluate information from public records and other resources related to a public policy issue.

Benchmark B: Critique data and information to determine the adequacy of support for conclusions.

Grade Eleven

- Thinking and Organizing*
5. Choose a position on an issue and develop a rationale for that position.
 6. Critique the conclusions drawn from survey and research data by questioning:
 - a. Sample size;
 - b. Demographics;
 - c. The sponsoring organization;
 - d. Logic of the conclusions reached.

ACADEMIC CONTENT STANDARDS

Grade Twelve

Thinking and Organizing

2. Construct an action plan for presenting a position to the appropriate decision-making body.
3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.

Benchmark C: Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.

Grade Eleven

Communicating Information

7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).

Grade Twelve

Communicating Information

4. Develop a research project and make formal presentations to the class and/or community members using:
 - a. Key terms;
 - b. Support for main ideas;
 - c. Examples;
 - d. Statistics and other evidence;
 - e. Visual aids;
 - f. Formal citation of sources.
5. Respond to questions and feedback about presentations knowledgeably and civilly.

ACADEMIC CONTENT STANDARDS

Benchmark D: Work in groups to analyze an issue and make decisions.

Grade Eleven

Problem Solving

8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences.

Grade Twelve

Problem Solving

6. Build consensus within a group by:
 - a. Finding points of agreement;
 - b. Identifying points individuals are willing to concede;
 - c. Making sure that all voices are heard;
 - d. Attempting to understand the view of others.
7. Engage in group work on issues-analysis and decision-making:
 - a. Identify a problem or dilemma;
 - b. Analyze the interests, values and points of view;
 - c. Identify causes of the problem or dilemma;
 - d. Propose alternative solutions;
 - e. Formulate a position or course of action;
 - f. Evaluate the consequences of the action taken.

ACADEMIC CONTENT STANDARDS

K-12 Social Studies

Instructional Commentary



Foundations



The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

National Council for the Social Studies, p. vii

The purpose of social studies for young children . . . is to enable them to understand and participate effectively in their world. Social studies explains their relationship to other people, to institutions, and to the environment. It equips them with the knowledge and understanding of the past necessary for coping with the present and planning for the future. It provides them with the skills for productive problem solving and decision making, as well as for assessing issues and making thoughtful value judgments. Above all, it integrates these skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community, or the world (National Council for the Social Studies Elementary/Early Childhood Education Committee, p.1).

At the heart of social studies education is the need to prepare thoughtful, knowledgeable, clear-thinking citizens. Teaching social studies in the elementary schools is an essential part of an overall kindergarten through grade 12 social studies program. According to the National Council for the Social Studies (NCSS), the early elementary years are the ones in which children develop a foundation for the entire social studies program and a beginning sense of efficacy as participating citizens of their world.

Social studies is defined as the integrated study of the social sciences and humanities to promote civic competence with the primary purpose of helping young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council for the Social Studies, p. vii). Therefore, it is crucial for early elementary children to begin the process of gaining a broad, interdisciplinary social studies education that will equip them to live effectively in the complex and interrelated world to which our country is inextricably connected.

According to the NCSS Task Force on Revitalizing Citizenship Education, an effective citizen is one who has the knowledge, skills and attitudes required to assume the *office of citizen* in our democratic republic. Unless children acquire the foundations of knowledge, skills and attitudes in social studies in the early elementary years, it is unlikely that success will occur in subsequent years to prepare students to take their place as fully productive citizens of our democratic society.

ACADEMIC CONTENT STANDARDS

Participatory Skills

The classroom is a microcosm of society where early elementary children begin to develop the social and participatory skills required of citizens in a democracy. If young children are taught and given opportunities to practice the skills necessary to cooperate, share and begin to assume responsibility for themselves, the end result will be adults who can think for themselves. Rather than stressing the recall of information, the aim of effective social studies education is to encourage students to actively participate in the improvement of society.

It is from the base of social interactions, along with formal and informal instruction within the democracy of the early elementary classroom, that political awareness develops and grows. Research indicates that when teachers follow the principles of a democratic society, children experience democratic concepts and daily by age seven, children can construct a simple idea of government and the political world. Children begin to give up some of their egocentrism and, as members of a democratic community in the classroom, develop a sense of shared concern. The children begin to recognize that their interests overlap with the interests of others, and that their welfare is inextricably entwined with the welfare of others.

Thinking and Concept Formation

The social studies curriculum provides the vehicle for fostering the crucial thinking skills necessary for good citizenship. Intellectual skills and civics are inseparable. Being a citizen of a democracy means being able to think critically. At one time, it was believed that critical thinking was possible only for older students or an exceptionally bright younger child. Today, however, we know that early elementary children use the same processes involved in adult thinking. They question and sense problems, locate information, see relationships between ideas and things, organize and summarize information, reach conclusions, and make generalizations. In the early elementary years, problem solving extends beyond personal experiences into the classroom, school and community. Therefore, teachers can foster young children's thinking skills by providing meaningful, integrated and interesting social studies experiences beginning in the early elementary classroom.

Since we live in an increasingly interdependent world, knowledge of how people in other societies have come to interpret the world and behave in the world is indispensable. According to the NCSS International Activities Committee, the growing interrelatedness of life on our planet has increased the need for citizens to possess the knowledge and sensitivity required to comprehend the global dimensions of political, economic and cultural phenomena. Therefore, the foundation for understanding world events, the impact of



The long-term goal of education is not only to help children develop personal integrity and fulfillment but also to enable them to think, reason and make decisions necessary to participate fully as citizens of a democracy.

~John Dewey, *Democracy and Education*

ACADEMIC CONTENT STANDARDS



The foundation for developing civic attitudes and values such as respect, freedom, justice and participation needs to be fostered through social studies beginning in the early elementary years.



international issues on our daily lives, and the interrelatedness of peoples and cultures must begin to be built at the elementary level.

Civic Attitudes

The foundation for developing civic attitudes and values such as respect, freedom, justice and participation needs to be fostered through social studies beginning in the early elementary years. The early years are the ideal time for children to understand democratic norms and values in terms of smaller entities (the family, classroom, community). Applying these concepts to the nation and the world will be easier if one understands and appreciates them on a smaller scale.

Our nation continues to become more diverse and students will become citizens of the world as well as the United States. Therefore, one of the major goals of social studies education is to help all students develop more positive attitudes toward different cultural, racial and ethnic groups. By the time children enter kindergarten, it is very common for them to possess misconceptions and negative attitudes about cultural groups different from their own. Research also suggests that by age seven, children's attitudes and values - their confidence in themselves and others, their ideas of self-worth - are fully formed. Therefore, the early elementary school years are a particularly important time for addressing issues of prejudice and discrimination because the experiences children have during these years can be important determinants of later attitudes and feelings toward various social and cultural groups.

The ability to be responsible for oneself and to participate fully in a diverse democratic society begins with social studies education in the early elementary grades. This foundation for citizenship education is to be built upon in later elementary years through the high school years. It will serve students well as they enter higher education, the workplace and the civic community.

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National Council for the Social Studies International Activities Committee. *Global Education*. Washington, D.C.: National Council for the Social Studies, 1994.

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Making Connections Across Standards and Disciplines

Effective social studies education necessitates an interdisciplinary approach because inquiry into any real-world matter related to citizenship is holistic and multidisciplinary in nature. It requires the use of a variety of sources (books, periodicals, videos and other forms of media, art, music, the community, and students' own lives) relevant to the nature(s) of the inquiry. A prominent goal of social studies education is the development of a well-rounded synthesis of content and skills that students need for quality decision-making and active social participation. The National Commission on Social Studies in the Schools declares:

The human experience cannot be taught and comprehended through a single discipline. To be sure, students must know history and geography, must understand the demands of self-government and appropriate civic behavior, must understand how economic systems operate . . . to understand human behavior, but they must also comprehend the interrelationships among those subjects and their combined power to explain the past and the current human condition, and future possibilities (pp. ix-x).

An interdisciplinary curriculum cuts across subject-matter lines to focus upon comprehensive life problems or broad-based areas of study that integrate the various segments of the curriculum. Ohio's social studies standards provide for the design of an interdisciplinary curriculum consisting of six content standards and one process standard organized so that all seven standards are addressed in each grade level from kindergarten through grade 12. This educational approach prepares Ohio's students to be responsible and active participants in a democratic society, as well as lifelong learners.

Ohio's social studies standards lend themselves toward a constructivist view of learning meaningful concepts and the connections between concepts. Constructivism refers to the idea that knowledge is constructed by learners - what children learn is a result of actively building relationships between old knowledge and new knowledge. Facts serve as building blocks, furnishing the details



Children learn by doing, by touching, experimenting, choosing, talking and negotiating. Active manipulation of the environment is essential for children to construct knowledge.
~ John Dewey, *Democracy and Education*

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Learning is believed to occur faster and more thoroughly when it is presented in meaningful contexts, with an experiential component. Brain research points toward interdisciplinary learning, thematic teaching, experiential education and teaching that is responsive to student learning styles.



Social studies education provides a vehicle for students to develop research skills, critical thinking skills, and communication skills that will serve them well for a lifetime.

necessary to develop meaningful concepts. Concepts are gradually built as the learner accumulates knowledge through varied developmentally appropriate experiences. Students are considered active participants on a journey of discovery that values in-depth knowledge, a view founded upon the work of Piaget, Vygotsky, Dewey, Bruner and others who hold a holistic view of learning.

There is a body of research related to how children learn that supports an interdisciplinary curriculum like that proposed by Ohio's social studies content standards. Brain research shows that the brain processes many things at the same time, and holistic experiences are recalled quickly and easily. The human brain actively seeks patterns and searches for meaning through these patterns. This research is further supported by Caine and Caine when they connect neuropsychology with educational methodologies, stating that the search for meaning and patterns is a basic process in the human brain. In fact, the brain may resist learning fragmented facts that are presented in isolation.

The purpose of integrating curriculum is to reflect the natural way children learn. Integration also helps children to make connections between what they do in school and the real world, and between different disciplines or subject matter areas. Successful integration results in enhanced understanding and appreciation of subject-matter content processes in ways that promote progress toward social education goals. Curricular integration comes in many forms. Sometimes the nature of the topic makes integration natural or even necessary because it cuts across subjects. Other worthwhile integration results when the teacher selects learning experiences that allow students to apply skills or content learned elsewhere in ways that promote social studies understanding.

For instance, the combination of the social studies skills and methods, and the English language arts research standards is a natural integration that leads students to knowledge acquisition through inquiry, the process of asking questions and seeking answers through research. The search for answers is embedded in these standards which require students to define and investigate self-selected and assigned issues, topics and problems. During their investigations, students are taught to utilize a wide range of sources, from primary sources to technological sources, to find answers to their questions.

Once students have gained knowledge through research, it is essential that they learn how to effectively communicate their knowledge to others. Through written language, students have the power to voice their views, to communicate the results of a social studies problem and to express thoughts and ideas. Through oral communication, students share ideas and further their understanding. Social studies education provides a vehicle for students to develop research skills, critical thinking skills, and communication skills that will serve them

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well for a lifetime. The social studies standards provide a variety of opportunities for English language arts integration by having students read, write, speak, listen and view in both formal and informal settings.

As scientific knowledge has increased and technology has become more complex and pervasive, people have found that technology can enrich and extend our lives, as well as bring significant costs to society (Science and Society Committee of NCSS, p. 1). Integrating social studies with mathematical and scientific knowledge and skills can help to achieve the goal of producing an informed citizenry, capable of making reasoned decisions. Science, technology and mathematics can be learned within the context of human experiences by examining relevant societal issues. Students can learn about current community and global issues and how scientific and mathematical analysis, problem solving and research have direct application in their daily lives (Yager and Lutz, p. 247).

The integration of content and skills across the standards and of instruction across the disciplines can happen naturally. It will be important for teachers of social studies to plan instruction with teachers of other content areas to ensure the effective and efficient integration of the standards into a coherent plan. By doing so, we can all best support student achievement and prepare Ohio's learners to become productive citizens in an educated society.

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Yager, Robert E. and Martha V. Lutz. "Teaching Societal Issues in School Science and Mathematics." *Handbook on Teaching Social Issues*. Eds. Ronald W. Evans and David Warren Saxe. Washington, D.C.: National Council for the Social Studies, 1996.

Program Planning

Ohio's social studies standards provide clear expectations for all students. They form the basis for what every student should know and be able to do in social studies programs across the state. While local programs and curriculum may go beyond those expectations, the benchmarks and grade-level indicators provide a focus for teachers and curriculum leaders on essential teaching and learning at each grade band and level. In order to effectively implement a standards-based social studies program, teachers and curriculum leaders must determine how instructional programs can be organized, implemented and maintained in Ohio's classrooms, schools and districts.



Teachers can reach a clear understanding of the benchmarks and indicators by examining the nouns which describe the concepts to be learned and the verbs which describe the levels of thinking expected.

Program planning and implementation are shared responsibilities. Teachers, department chairs, curriculum leaders, school boards, parents and community members play important roles in making decisions about the local social studies program. Those decisions provide students with a coherent program in which all components - curriculum, instruction and assessment - fit well together and prepare them to enter community life as participating citizens.

An analysis of the current social studies program is an important first step in program planning. All components of the program should be considered, including the written curriculum or course of study, instructional practices, materials and assessments at the classroom, district and state level. Curriculum mapping is one technique that can be used. Curriculum maps allow teachers and curriculum leaders to examine the current program as it is actually taught within and across grade levels. In constructing a curriculum map teachers outline the content that students are learning each month. By examining the maps it is possible to see the social studies program as it is experienced by the student progressing from grade to grade. Maps will show areas where the existing lessons and assessments are aligned to the standards. Comparing maps to the standards also helps to identify those areas where gaps may exist, content is being repeated unnecessarily, or content needs to be shifted to a different grade level.

A thorough reading of the standards document should be followed by opportunities for in-depth discussion to assure consistent interpretation within and across grade levels. Teachers can reach a clear understanding of the benchmarks and indicators by examining the nouns which describe the concepts to be learned and the verbs which describe the levels of thinking expected. This level of familiarity with the standards is necessary in order to begin to plan how knowledge and skills will be measured or assessed.

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In standards-based education, planning for assessment is critical and should guide instruction. Classroom and district assessment should include multiple measures of progress toward achievement of the grade-level indicators and benchmarks. Students and their parents should be able to clearly see connections between the assessment and student achievement of specific indicators and benchmarks. Data from state, district and classroom assessments should be used when planning for future instruction.

In social studies there are five specific areas that teachers, schools and districts may find that they need to consider in light of the new standards. These areas are:

Integration of the Standards

The seven content standards are an important part of social studies education at each grade level. The standards document is written to enable teachers to integrate content for instruction. For example, as students in grade seven are learning about cultural change as a result of the Silk Road trade they can look at the geographic influences that affected that cultural diffusion and compare the products that were available in different locations along the route. In this example the indicators from several standards are all contributing to students' understanding of important concepts.

"...skills are not taught in a vacuum. They are addressed in application to content, and they are evidence in a product or performance by the learner."
Heidi Hayes Jacobs, p. 4

People in Societies

2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.

Geography

5. Describe the geographic factors and process that contribute to and impede the diffusion of people, products and ideas from place to place including:

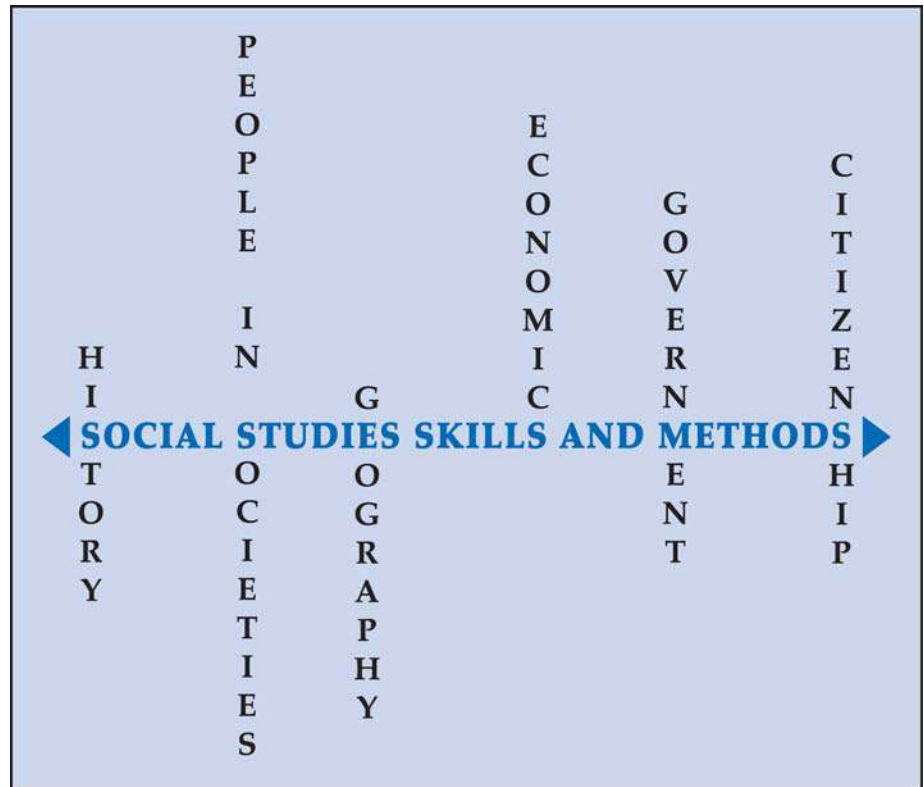
- a. Physical features;
- b. Culture;
- c. War;
- d. Trade;
- e. Technological innovations.

Economics 2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.

The social studies skills and methods standard is new to social studies curriculum in Ohio. It is designed to be incorporated with the six other standards, rather than taught in isolation. For example, in grade six under the geography standard students learn about the uneven distribution of natural resources throughout world regions. The social

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studies skills and methods standard can be incorporated by having students read bar graphs to determine where a particular resource such as petroleum is abundant and where it is scarce. Specific instruction in skills is essential and should take place in the context of the content students are learning at each grade level.



Making Connections to Prior Knowledge

Educators need to be familiar with the benchmarks and indicators within and across grade bands. Since the content at each grade within the standards is designed to build on the knowledge and skills of the previous grades, teachers will need to be familiar with this progression to help students make connections to their own prior knowledge. Likewise, teachers should be aware of the expectations for students in future grade levels to ensure that they have the foundation they need to understand more advanced content. For example, eighth-grade teachers teaching about the U.S. Constitution will want to build upon concepts of democracy and representative government learned when students studied the governments of ancient societies in the seventh grade. This helps students to review what they have learned and build enduring concepts.

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Selection of Materials

Since the standards define the important content and skills that students must know and be able to do, it is important that teachers choose materials that align with the standards. All seven social studies standards are a part of the program at each grade level. Most textbooks focus on one or two of the standards but do not present fully developed content related to all seven standards. In most cases, it will be necessary to use other materials to supplement instruction.

Significance

Research on how students learn social studies shows that it is often difficult for students to separate important concepts from less important details in order to understand why the information they are learning is significant. The use of essential questions helps to assure that important concepts serve as the focus of instruction and assessment.

Under the history standard at grade two students are comparing transportation from the past and present. A chart with an essential question can help students to clarify their learning as they contribute their ideas to the chart.

Going Places: How has transportation changed?

- Horses eat grass and hay, but cars need gasoline to run.
- Cars can go faster than horses, but planes are even faster.

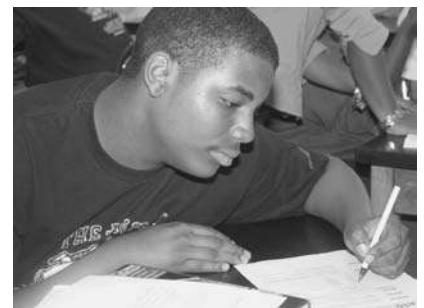
The essential question helps these students to see important concepts as they study various forms of transportation. As they consider aspects like the types of fuel used, the speed and the comfort level they begin to understand technological change over time.

Teachers will want to formulate essential questions by looking carefully at the exact wording of the benchmarks and their aligned indicators. Without careful attention to the concepts embodied in the indicators and benchmarks it would be possible to teach a unit in which students could complete activities involving forms of transportation without developing any understanding of how transportation technology has changed over time.

The Importance of Speaking and Writing

An effective social studies class is one in which the students are actively engaged with the content. It is critical that students have the opportunity to speak and write frequently. When students use new vocabulary and explain concepts in their own words they are more likely to retain what they have learned and apply the knowledge and skills appropriately in new situations. Learning to speak and write clearly are valuable life skills that are important for active citizenship.

In his research on student understanding of historical significance, Bruce Van Sledright has found that some students have never developed a method for sorting through all the details and events they have studied in order to establish a sense of the larger importance of some matters and the relative insignificance of others.



Learning to speak and write clearly are valuable life skills that are important for active citizenship.

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The process of aligning classroom, school and district program plans to the standards will require an ongoing examination of the content, sequence and methods of instruction. Ongoing assessment data can be analyzed in order to identify those areas that need further adjustment. The process will not be easy, but the conversations and adjustments will be invaluable and will ensure that all Ohio teachers have a clear vision of the goals for students and the means to achieve those goals.

Jacobs, Heidi Hayes. *Mapping the Big Picture*. Alexandria, VA: Association for Supervision and Curriculum Development, 1997.

VanSledright, Bruce A. *I Don't Remember - The Ideas Are All Jumbled in My Head: Eighth Graders' Reconstructions of Colonial American History*. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA, 1994.



Planning for Instruction

The vignette presented in this section is one example of classroom implementation of Ohio's social studies standards. It illustrates how instruction can be designed for a single lesson and can be followed by an expansion of the lesson to cover a unit of study. This example can be used to create dialogue among teachers for planning daily lessons as well as creating complete units. Creating lessons and units that address several indicators and benchmarks will bring focus and make connections for students in social studies classrooms. However, it must be clear that though the lesson addresses several benchmarks or indicators, the objective of a single lesson usually focuses on the mastery of one particular benchmark. Lesson planning in standards-based education begins with pre-assessment and ends with a post-assessment. Assessment occurs throughout the lesson and is ongoing. The pre-assessment is to provide data for the teacher that will guide planning and instruction. It is extremely important that the pre-assessment and post-assessment inform the teacher about student achievement of content and skills described by the indicators and benchmarks on which the lesson is based. The cycle of "assess, revise, teach, assess" is paramount to successful standards-based education. Planning always begins with the pre-assessment data.

This sample lesson illustrates curriculum planning for a study of World War I and the era around it. Benchmarks in each standard provide goals for what students should know and be able to do by the time they reach the end of the grade level band. Since this vignette is based on ninth-grade curriculum, the content and skills serve as building blocks toward mastery of the tenth grade benchmarks.



Educators need to have a sense of the big picture in order to see how individual skills can be integrated into a coherent lesson plan, how one lesson fits into a year's program plan, and how one set of grade-level indicators fits into the entire standards.



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The following benchmarks for grades 9-10 and indicators for grade 9 are addressed in this lesson and unit:

History Benchmark

D. Connect developments related to World War I with the onset of World War II.

History Indicator

7. Analyze the causes and effects of World War I with emphasis on:

- a. Militarism, imperialism, nationalism and alliances;
- b. The global scope, outcomes and human cost of the war;
- c. The role of new technologies and practices including the use of poison gas, trench warfare, machine guns, airplanes, submarines and tanks;
- d. The Treaty of Versailles and the League of Nations.

Citizenship Rights and Responsibilities Indicator

3. Analyze how governments and other groups have used propaganda to influence public opinion and behavior.

Social Studies Skills and Methods Benchmarks

- A. Evaluate the reliability and credibility of sources.
- B. Use data and evidence to support or refute a thesis.

Social Studies Skills and Methods Indicators

1. Detect bias and propaganda in primary and secondary sources of information.
2. Evaluate the credibility of sources for:
 - a. Logical fallacies;
 - b. Consistency of arguments;
 - c. Unstated assumptions;
 - d. Bias.
3. Analyze the reliability of sources for:
 - a. Accurate use of facts;
 - b. Adequate support of statements;
 - c. Date of publication.
4. Develop and present a research project including:
 - a. Collection of data;
 - b. Narrowing and refining the topic;
 - c. Construction and support of thesis.

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Mrs. Woods begins to plan for the lesson by looking at the standards, indicators and benchmarks for the ninth-grade curriculum. After choosing the content to be addressed; she begins to research the material she will use. She decides that the lesson should be an introduction to World War I and should include a variety of resources that introduce interdisciplinary elements. Since this lesson introduces World War I, it will serve as the foundation for her objective of teaching about the relationship between World War I and the onset of World War II (History benchmark D). The use of paintings, music, literature, original documents, and posters from and about the era helps her students experience the unit in a way that addresses a variety of learning styles. This strategy makes use of Gardner's research on intelligence and ways of knowing.

Mrs. Woods begins the lesson by giving some background on World War I. As an opening activity, she writes a quotation on the board from a letter that a soldier wrote to his loved ones at home. She asks the students to write a reflective response to the quotation. This is the beginning of the reflective journal that will be kept by each student throughout the unit. After the students have finished their writing she then asks the students to share some of their thoughts with the rest of the class. The purpose of the discussion and the writing is to connect the past to the personal experiences of the students; the activity also serves as her pre-assessment. By observation and by reading the reflections, Mrs. Woods analyzes the prior knowledge of her students. Connecting unfamiliar content to the personal experience of a student's life is supported by the research of Piaget and Bruner.

Mrs. Woods focuses the discussion on the quotation and the significance of the technologies used in the war as well as the human cost, both in lives lost and ideas never realized. She uses the last 20 minutes of class to discuss with the students ways in which World War I introduced a new era. Again she is laying the foundation for addressing the connection to the onset of World War II. For homework Mrs. Woods continues the use of the reflective journal by asking students to write about a time when they went somewhere or experienced something new that changed them in some way. As a follow-up they are asked to talk with someone at home about a time when they experienced something that changed their life. By making a link to the home, the teacher involves the family with the dialogue at school. As the students begin to collect their own stories and write reflectively, Mrs. Woods explains that their personal writings and stories will continue throughout the unit and will become a published classroom collection.

The next day Mrs. Woods continues the lesson. As the students enter the room a selection of music from the World War I era is playing. Projected on the board is a painting or photo of a World War I battle scene. Again the day begins with a reflective writing that relates the



Using reflective journals is a strategy that helps students view writing as important to the social studies discipline.



Guest speakers and field trips to cemeteries or museums create experiences that enhance student learning.

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thoughts of the students that are evoked by the music and the image. A discussion follows where students can share thoughts from their journals, their homework writing and their discussions with others at home. This can be done with the whole class or in small groups. Mrs. Woods continues to monitor the students and to revise her lesson as needed by the class or by individual students.

Mrs. Woods then creates cooperative learning groups in the class and gives assignments to each group for presentation to the class, parents and to the local historical society. There are five groups of five students formed in her class. The assignments for the groups will include several of the standards as well as several indicators and benchmarks. One of the groups will research the role of new technologies and practices in the war, another will examine the Treaty of Versailles and the League of Nations. A third group will focus on militarism, imperialism, nationalism and the alliances formed, while another group will examine the outcomes and the human cost of the war. Homework is for students to begin the research for their cooperative learning groups. Mrs. Woods ends the class with a reading of Carl Sandburg's poem, "Grass." She distributes copies of the poem and asks students to read it to someone at home and have a conversation about the meaning of the poem. This is intended to begin a dialogue about the human cost of war.



Students work with original documents such as posters.

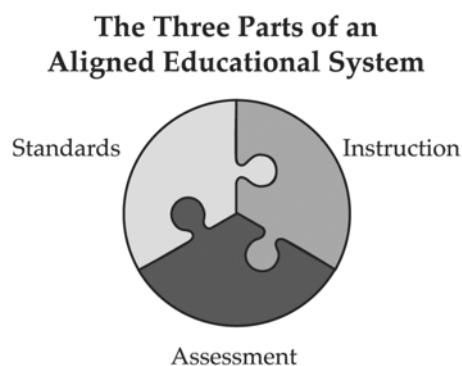
Mrs. Woods' lessons are examples of social studies classroom practice that effectively presents the standards in a way that addresses learning styles, multiple intelligences and interdisciplinary learning. The strong connections made to specific indicators and benchmarks help move her students to mastery. By involving the family and the community in the work, she has opened important lines of communications with some of the major stakeholders.

In their groups, students work with original documents such as posters and political cartoons that illustrate propaganda; they increase their knowledge of specific works of art, film, literature and music, as well as specific content. Some of these works can be contemporary and can illustrate for the students the continuing connection of past events to the present. The reflective journal and stories that the students continue throughout the unit help the student to connect the past to the present and to their personal world. Other projects, both independent and group, serve as assessment tools as Mrs. Woods collects data that will inform the standards-based teaching model. Good planning and coaching help Mrs. Woods' students construct the knowledge needed to master the standards, benchmarks and indicators for the World War I Era and provide them with knowledge that informs the onset of World War II. This knowledge and these skills will transfer to other disciplines. Planning for instruction must begin with the content and skills presented in the indicators and benchmarks to be addressed by the lesson.

Sandburg, Carl. "Grass." *Cornhuskers*. New York: Henry Holt and Company, 1918.

The Role of Assessment

Ohioans are currently engaged in the important process of aligning critical parts of the state's educational system to enhance the effectiveness of that system in promoting learning. Those critical parts include academic content standards, instruction and assessment.



Ohio has developed and adopted clear and rigorous academic content standards for its students. As part of an ongoing process of aligning the educational system, educators and members of the public have a need to know if students meet these standards. The process of assessment provides students with opportunities to demonstrate their understandings related to content standards. Assessment is a means of collecting evidence of what students know and are able to do. A comprehensive and thoughtful assessment system provides teachers with needed information about student performance, which can be used for planning instruction, reporting progress and reflecting on teaching practices. It also provides students with a way to determine what they are learning and what they need to do in order to improve achievement.

Ohio's comprehensive assessment system includes several approaches to assessment:

- Classroom assessment;
- Diagnostic assessments;
- Achievement tests;
- National and international assessments.

Each type of assessment provides invaluable information to Ohio's educators, parents, students and communities. While each approach to assessment supports the others, each also serves its own unique purpose.

"Powerful social studies teaching and learning include assessment components designed to inform instructional planning and thus produce continuing improvements through successive cycles."

National Council for the Social Studies, p. 171



"...when students take on increased responsibility for evaluating their own work, they begin to internalize instructional goals and standards and to apply them to future efforts."

Diane Hart, p. 343

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Ohio's Comprehensive Assessment System		
Assessment Types	Basis for Content	Purpose
Classroom Assessments	Local Courses of Study and Standards	• Measure process as well as product of student understanding and knowledge. • Inform teachers and students about progress. • Provide information for instructional planning.
Diagnostic Assessments	Ohio's Academic Content Standards	• Monitoring student progress. • Make instructional decisions (e.g., intervention, enrichment). • Provide information to students, parents and teachers.
Achievement Tests	Ohio's Academic Content Standards	• Measure student achievement. • Demonstrate evidence of continuous improvement at the state and local level. • Provide data for Ohio's accountability system.
National and International Assessments	National and International Standards	• Compare Ohio achievement against that of other states and nations.

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Classroom Assessment

One of the most important components in implementing an aligned standards-based system is ongoing classroom assessment. Good teaching practice embraces assessing student performance and providing constructive feedback to students. Classroom assessment uses both informal and formal methods. Observing student actions and listening to student responses to questions are ways classroom assessments may be conducted, as are reading student reports and monitoring the skill development of students.

Classroom assessment can be used not only to evaluate student performance and progress, but also to inform instructional planning so that it better meets the needs of students. The use of a variety of assessment opportunities, such as participating in class, writing answers for test questions and presenting a demonstration can provide a multi-faceted picture of student performance. An important benefit of classroom assessment is that the feedback can be frequent and immediate. The information gleaned from assessments can then be used to determine if further instruction is needed. It can also shape the form that instruction will take, such as remediation activities, conceptual reinforcement with the use of different techniques, extension projects for enrichment, and other appropriate strategies based upon the results of the assessments.

Classroom assessments can be used to determine student readiness for new content and skills, monitor student progress in achieving new expectations and summarize student accomplishments. Teachers can then plan where to begin the instructional activities, decide how to pace the instruction and determine the degree of success brought about by the instructional strategies used with the students.



"When they assess for learning, teachers use the classroom assessment process and the continuous flow of information about student achievement that it provides in order to advance, not merely check on, student learning."

Richard J. Stiggins,
p. 761

Diagnostic Assessments

Ohio's assessment system enhances the work teachers do in classrooms by providing for annually administered diagnostic assessments. These assessments are drawn from the expectations found in Ohio's academic content standards grade-level indicators.

Depending on the content area involved, diagnostic assessments are administered at various grade levels from kindergarten through the eighth grade. They are designed to provide common instruments that districts may use to obtain a second perspective on the strengths and weaknesses of individual students. They can provide teachers with important information for instructional planning. These assessments will also help identify students needing additional help meeting the content standards and preparing for the achievement tests.

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Ohio's assessment system includes diagnostic and achievement assessments. These are being created with substantial input from Ohio's classroom teachers, parents, administrators, higher education faculty and business/community representatives.



Samples of Classroom Assessment Tasks/Tools:

- *Projects and demonstrations*
- *Research reports and position papers*
- *Tests and quizzes*
- *Oral presentations and portfolios*
- *Student self-assessments and reflections*
- *Observations and checklists*

Achievement Tests

Achievement tests, including the Ohio Graduation Tests, are a third component of Ohio's comprehensive assessment system. They provide periodic checkpoints on the progress of students in meeting the benchmarks established by the state's content standards.

The results obtained from the achievement tests will provide a broad measure of student achievement. The results will provide guidance for districts in making program decisions. They will also be used to make decisions related to the allocation of resources at the state and local levels.

National and International Assessments

Ohio's assessment system is complemented through the state's participation in national and international assessments such as the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS). Participation in these assessments enables Ohio to compare the achievement of its students with that of students in other states and nations. In this way, Ohio can ensure that its standards are sufficiently rigorous and world-class.

The Best Preparation for All Types of Assessment

In Ohio's aligned educational system, educators will collaborate to design, refine and enact instructional plans and classroom assessment strategies based upon the benchmarks and grade-level indicators that are contained as part of the academic content standards. These educators will know:

- That they will not have to set aside good instructional practices to prepare students for assessment experiences;
- That they are evaluating students against common reference points shared by all Ohio educators;
- That they are preparing students for the statewide diagnostic and achievement tests.

In this way, Ohio's aligned system will help to ensure that all students are prepared to meet the rigorous demands of the new century.

Hart, Diane. "Opening Assessment to Our Students." *Social Education* 63:6 (1999): p. 343.

National Council for the Social Studies. *Expectations of Excellence: Curriculum Standards for Social Studies*. Washington, D.C.: National Council for the Social Studies, 1994.

Stiggins, Richard J. "Assessment Crisis: The Absence of Assessment FOR Learning." *Phi Delta Kappan* 83:10 (2002): p. 761.

The Role of Technology

Technology plays an important role in the social studies standards. Students learn about advances in communication and transportation. They learn about inventions and consider their impacts on society. Technology has changed the decisions citizens must make and the ways that they make them. Today most people have more immediate access to news and information and more immediate connections with people from other parts of the world. New issues related to the responsible use of technology must be considered by lawmakers.

Learning to solve problems and make decisions as citizens is the most important goal of the social studies program. New technology, especially the Internet, can have an important impact on social studies education by increasing the amount of information available to students. It is important that social studies educators consider the best ways to incorporate this information into learning activities.

Implementation of Ohio's social studies standards will require the use of multiple instructional resources. Most social studies teaching materials provide material related to one or two of the standards, but do not contain in-depth content related to all seven standards. Through the use of technology, teachers can access supplemental materials and current information to address all of the standards.

Online collections such as the National Archives, the Library of Congress American Memory Project, and the Ohio Historical Society's Ohio Memory Project provide primary sources related to many of the grade-level indicators under the people in societies standard and the history standard. They include drawings and photos that can be used by young students to help get a sense of earlier times. Older students may be interested in letters, documents, patent applications, newspaper accounts and other first-hand information about historical events. Students may also take virtual tours of museums where they can see artifacts from the past.

Students can use maps, aerial photographs and satellite images which are available on the Internet to study geographic patterns and processes. Geographic Information Systems (GIS) enable students to examine layers of information in order to understand those patterns and processes.

Students who communicate with their peers in other countries via email or other distance education technologies can gain insights into daily life and culture. Virtual tours of locations being studied help students understand the characteristics of the place. Online databases



"No subject in the curriculum is affected more by the growth of the Internet than social studies."

Risinger, p. 27



"Almost all evaluations of classrooms rich in technology report students to be engaged and active learners."

Bozeman, p. 45

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such as the U.S. Census Bureau Web site provide data that can help students understand demographic changes.

Economic statistics are readily available and can be used to study economic trends. This data can also provide opportunities to practice reading charts, graphs and tables. Data on topics related to financial literacy, such as the impact of educational levels on lifetime income, can help students to make informed decisions about the future.

The Internet offers many opportunities to get more deeply involved with the concepts of government and citizenship by taking a stand on current issues. Websites such as FirstGov.gov and the Congressional Record online serve as entry points to government agencies and records. Students can analyze local, national or global issues by finding information in online newspapers, legal documents, archives or government records. Views of political parties, candidates and interest groups on particular issues also are available. Analyzing coverage of an issue in online English versions of international newspapers available at the Newseum online helps students to understand different world views. Once students have analyzed an issue, the Internet provides opportunities to express opinions. Students may use email or video conferencing to collaborate on projects or participate in an exchange of ideas on issues with students in other schools.

Implications for Instruction

Effective instruction in a standards-based social studies program and effective use of technology share some common characteristics. Planning for standards-based instruction involves a shift in emphasis from what the teacher will do to what the students will do. During the planning process, teachers determine the kinds of student work that will best demonstrate conceptual understanding related to the standards. Then they identify the resources and procedures that will allow students to complete the work. Classroom organization becomes more student-centered with the teacher helping students to access, understand and organize information in ways that demonstrate understanding. Strategies such as cooperative learning groups, which alternate the use of print and electronic resources, allow students access to technology in classrooms where there is a high ratio of students to computers.

Assignments should be organized around answering essential questions based on the content and thinking skills in grade-level indicators and benchmarks. Teachers need to consider several questions when planning technology-based lessons:

- What is the goal of the lesson and how will students know that they have achieved it?
- What resources are available and how can they be accessed?
- How will class time be structured to allow all students access to the necessary resources?

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- What directions need to be prepared in advance so that students may complete their tasks independently or in small groups?
- What search skills will students need to access information?

To use these resources effectively, students need to develop skills in information literacy. In primary grades, students benefit from the use of multi-media CDs and Web sites selected by the teacher to support instruction. Older students must learn to define their information needs and identify search strategies to locate and evaluate relevant information. Students may need assistance with time management skills to help them use their research time efficiently. Secondary students should learn to use advanced searches employing principles of logic.

Students need to learn to use technology responsibly and ethically. As students gather information, they need to be aware that the Internet has few controls governing the type of information that gets published and by whom it is published. Specific guidance must be provided in evaluating the credibility and reliability of information found on the Internet. Students must learn to effectively judge the relevance, purpose and intended audience of a Web site. They need to evaluate the scope and accuracy of the content by considering the perspectives that it may reflect and the credibility of the author or organization producing the resource. They should know and understand the school's acceptable use policy and the importance of respecting copyright and intellectual property rights.

Once students have gathered information to answer research questions, technology can also be useful for organizing that information. Programs are available that allow students to make their own graphic organizers, such as timelines and flow charts. Constructing databases or spreadsheets with information collected on a particular topic allows students to use the information to answer questions and solve problems.

Technology is one tool that should be a part of an effective social studies program. In planning for instruction teachers need to choose the best materials and strategies for lessons focused on particular benchmarks and indicators. In many cases technology will engage students and put them in contact with the world beyond their classroom walls so that they will have the information and skills that they need to be participating citizens.

Bozeman, William C. *Educational Technology; Best Practices From America's Schools*. Larchmont, NY: Eye on Education, 1999.

Risinger, C. Frederick and Joseph A. Braun. *Surfing Social Studies: The Internet Book*. Washington, D.C.: National Council for the Social Studies, 1999.

Rose, Stephen A. and Phyllis Maxey Fernlund. Using Technology for Powerful Social Studies Learning. www.ncss.org/members/archives/6103/610306.html



Information available on the Internet is updated constantly. It is important to check Web sites periodically to make sure that they are still accessible and that the information is accurate and current.

Making Real-World Connections



Students gain historical perspective by examining the human narrative from a variety of sources.



Create a classroom culture and climate that is rich with shared experiences.

In standards-based education, content that all students should know is identified. For the students to be successful, it is imperative that meaningful connections are made to the students' lives outside of the classroom. Social studies educators are the storytellers and the keepers of the wisdom learned through the ages. The challenge is to help connect these stories and the lessons learned from them to the real world of students across Ohio. But how do we begin?

We can begin by asking students to collect stories of their own from family and friends, and to write personal stories so that others might learn more about them. This very early activity will give children a historical perspective of the human narrative. It will give students a sense of time and place that will help them distinguish between the past and the present. By asking them to participate in these types of activities, we are also encouraging them to recognize the importance of a variety of sources and of differing points of view. Through appreciating the perspectives of their contemporaries, they will acquire knowledge of and appreciation for historical perspectives. Making real-world connections creates learning experiences that are personally relevant.

Somehow, it seems easier today to make connections to the real world as we face a time in our country's history when lessons learned by earlier generations create narratives that help children to better understand the uncertainty that exists in their world. Understanding can lessen the fear of the unknown. Knowing that difficult times have been a constant presence in history encourages our students to be problem-solvers. As students begin to observe and evaluate, they become participants in their school, community, country and the world. As they develop their own narratives, they contribute to the continuing story of human history on this planet.

It is our charge as educators to honor the students' narratives and their unique place in the study of human activity. We can do this by designing lessons that continually reference the real world, including their personal sense of place (geography), their sense of economic reality, as well as other aspects of the social studies. To do this we must recognize the diversity that exists in their reality. There are commonalities for all of our students, but we should not assume that they all share the same world. To understand the real world of each of our students we must become active listeners and allow the students to introduce their world to us, thereby giving us opportunities to

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make connections and to create a classroom culture and climate that is rich with shared experiences.

Links to the students' own experiences will strengthen the connections between the classroom and life outside of the classroom. As students begin to connect what they are learning in school to their experiences outside of school, they can begin to apply the lessons learned from the past to situations that are presented today. It is through purposeful and thoughtful planning that the Ohio social studies standards can help our students understand where they fit in the story of human experience. They will be able to connect the study of geography, economics, cultures, government and history to the world they understand. Most importantly they will understand their role as citizens of a free society. This requires recognition of both rights and responsibilities. Students who understand the power of an individual and a free citizenry to influence the direction of their own destiny and the destiny of generations to follow is a worthy goal for Ohio's students.

Ohio's students are empowered when they recognize that the shared human story is enriched by the diversity of human experience. When we make connections to the world of others, and to our own world, we expand our understanding of ourselves as well as those whose experience is vastly different from our own. The more students learn about the real world through a variety of experiences, the more they are engaged by the disciplines within the social studies. Teachers and parents can enrich the student's experiences through a wide variety of instructional resources and activities such as guest speakers and experts on topics presented in class, excursions into the community, visits to the library and a variety of other activities that are fostered by the creativity and commitment of the teacher, the school and the community.

Ohio's students are empowered when they recognize that the shared human story is enriched by the diversity of human experience.

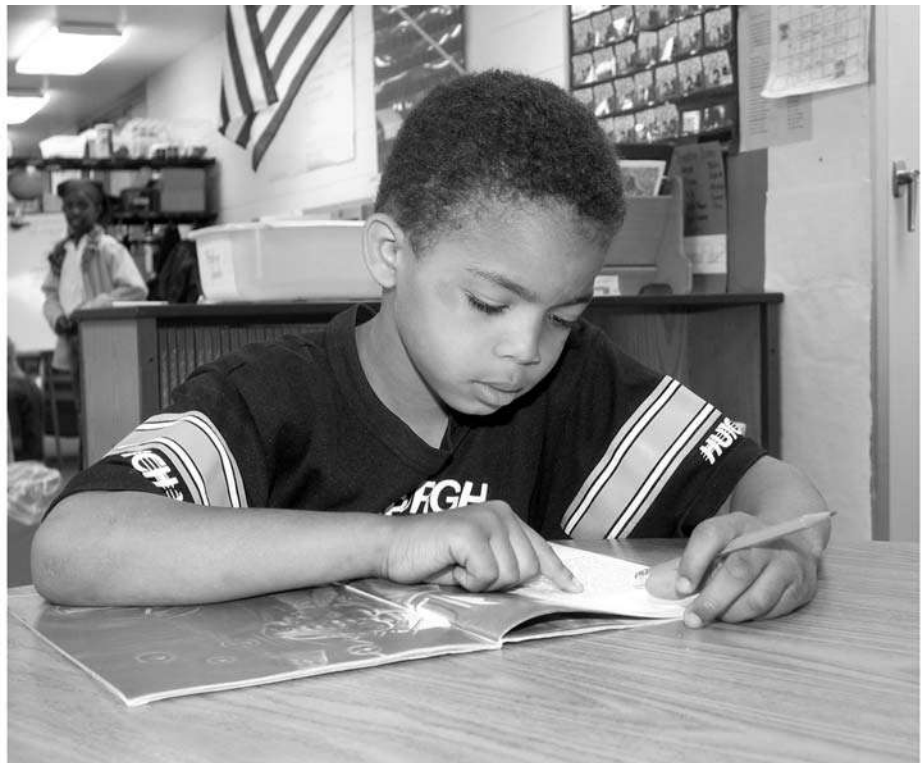


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Glossary



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A

absolute location	The location of a point on the Earth's surface which can be expressed by a grid reference (e.g., latitude and longitude).
absolute monarchy	A system of government headed by a monarch as the only source of power controlling all functions of the state.
artifact	A material object of a culture such as a tool, an article of clothing or a prepared food.

B

B.C.E.	Before the Common Era (also referred to as B.C.).
barter	The trade of goods and services for other goods and services without the use of money.
benefit	That which is received as an improvement or advantage as the result of a decision.
bicameral	Composed of two legislative chambers.
bill of attainder	A legislative act that inflicts punishment upon a person or group without a judicial trial.

C

C.E.	In the Common Era (also referred to as A.D.).
capital good	A productive resource consisting of human-made materials needed to produce goods and services; capital goods include buildings, machinery, equipment and tools.
cardinal directions	The four main points of the compass (north, east, south and west).
circular flow model	A diagram that shows the flow of economic activity among sectors of the economy.
colonialism	A system where one country extends its control over foreign dependencies, especially for economic benefit.
command economy	An economic system in which all decisions on production and consumption are made by a central government.
comparative advantage	The ability to produce goods or services at a lower opportunity cost than other individuals or countries.
compass rose	An element of a map used to show direction, usually showing cardinal directions and frequently intermediate direction.
constitutional monarchy	A system of government headed by a monarch whose powers are delineated in the fundamental law of the state.

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consumer	A person whose wants are satisfied by using goods and services.
consumer price index	A number used to measure changes in the cost of a standard group of goods and services bought by a typical urban consumer.
consumption	The purchase and/or use of goods and services.
coordinate	One of a set of numbers that determines the location of a point in a space.
cost	An alternative given up as the result of a decision.
country	A unit of political space, the entire land area of a nation or state.
credibility	The quality or state of offering reasonable grounds for being believed.
cultural institution	An established custom, practice or relationship of importance in a society.
cultural perspective	The complex set of meanings, attitudes, values and ideas belonging to a cultural group.
cultural practice	A pattern of behavior accepted by a society.
cultural product	A tangible (e.g., a painting, a cathedral, a mosque, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education) aspect produced by a cultural group.
culture	Learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines.
D	
deforestation	The destruction and removal of forest and its undergrowth by natural or human forces.
demand	The quantities of a good or service that consumers are willing and able to buy at various prices during a given time period.
democracy	A system of government in which political control is exercised by all the people, either directly or through their elected representatives.
desertification	The spread of desert conditions in arid and semiarid regions resulting from a combination of climatic changes and increasing human pressures, such as overgrazing, removal of vegetation and cultivation of marginal land.
dictatorship	A system of government in which those who rule usually acquire and maintain authority by force and cannot be held responsible to the will of the people.
diffusion	The spread of people, ideas, technology and products among places.
direct democracy	A democratic system of government in which the people exercise political control and participate directly in decision making.
direction indicator	An element of a map used to show direction, usually labeling north and frequently all cardinal directions.

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discrimination Unfair treatment of a person or group based on a variety of prejudices.

division of labor The separation of the total work required to produce a good or service into individual interrelated tasks.

due process of law The right of every citizen to be protected against arbitrary action by the government.

E

earth-sun relationship The position of the earth relative to the sun that helps to determine day and night, seasons and time zones.

economic growth An increase in an economy's ability to produce goods and services over time.

entrepreneur An individual who organizes the use of productive resources to produce goods or services.

entrepreneurship The organization of productive resources by a person willing to take risks to start a business.

ex post facto law A legislative act that retroactively makes an act a crime, makes a crime a more serious crime, makes a criminal punishment more severe, or changes trial rules to make conviction easier.

F

federalism A form of political organization in which governmental power is divided between a central government and territorial subdivisions - under the U.S. Constitution, between the national and state governments.

flow resource A resource that is neither renewable nor nonrenewable, but must be used when or where it occurs (e.g., running water, wind, sunlight).

G

globalization The act, process or policy of making something worldwide in scope or application.

goods Objects that are capable of satisfying people's wants.

graphic organizers Written or pictorial representations used to organize information (e.g., flow charts, webs, Venn diagrams, T-charts).

gross domestic product The value of all final goods and services produced within a country's borders in a given year.

H

habeas corpus (writ of) A court order demanding that the individual in custody be brought into court and shown the cause for detention. Habeas corpus is guaranteed by the U.S. Constitution and can be suspended only in cases of rebellion or invasion.

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human characteristic/feature An aspect of a place or a quality of the Earth's surface constructed by people including cities, parks, buildings and roads.

human resource A productive resource consisting of the talents and skills of human beings that contribute to the production of goods and services.

I

imperialism A policy used by strong countries to gain social, political and economic control over foreign territories.

initiative A petition process by which a certain percentage of voters (electors) can put a proposed constitutional amendment or statute on the ballot for popular approval or rejection or submit a proposed statute to a legislative assembly for approval (e.g., Ohio).

institutionalized discrimination Unfair treatment of a group based on prejudice and carried out by governments, organizations and companies that limit freedoms in political, economic, social, cultural or any other field of public life.

institutionalized racism The use of institutional policies, practices and/or procedures to withhold rights, privileges and opportunities from the race that is believed to be inferior.

intermediate directions The points of the compass that fall between north and east, north and west, south and east, south and west (e.g., NE, NW, SE, and SW).

L

location The position of a point on the Earth's surface expressed by means of a grid (absolute) or in relation to the position of other places (relative).

M

map element One of the components usually found on a map (e.g., direction indicator, key, scale).

marginal benefit The change in total benefit resulting from an action.

marginal cost The change in total cost resulting from an action.

market The interaction of buyers and sellers exchanging goods or services.

market clearing price The one price at which quantity supplied equals quantity demanded (also referred to as equilibrium price).

market economy An economic system in which decisions on production and consumption are made by individuals acting as buyers and sellers.

mixed economy An economic system that combines features of more than one of the traditional, command and market systems.

monarchy A system of government headed by a monarch, such as king, queen, shah or sultan whose position is usually inherited.

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multinational corporation	A large corporation that produces and sells its goods and services throughout the world.
multiple-tier timeline	A timeline that utilizes two or more rows of events, with each row representing a different subject or perspective occurring during the period under study (e.g., a timeline of the 19 th century with separate rows for political, social, military and technological developments).

N

nation	A group of people bound together by a strong sense of shared values and cultural characteristics, including language, religion and common history.
natural resource	A productive resource supplied by nature (e.g., ores, trees, arable land).
natural rights	A belief that individuals are naturally endowed with basic human rights that cannot be taken away or given up.
nonrenewable resource	A finite natural resource that cannot be replaced once it is used (e.g., petroleum, minerals).

O

opportunity cost	The value of the next best alternative given up when a choice is made.
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P

parliamentary democracy	A system of government in which the executive leaders (usually a prime minister and a cabinet) are chosen by and responsible to the legislature (parliament), as well as being members of the legislature, as in Great Britain.
perspective	A specific point of view in understanding or judging things or events.
physical characteristic/feature	A natural aspect or quality of the Earth's surface that includes land formations and vegetation zones.
physical map	A portrayal on a flat surface of the physical features of the Earth (e.g., landforms, elevations).
pictograph	A diagram or graph using pictured objects to convey ideas or information.
place	A location having distinctive characteristics which give it meaning and character and distinguish it from other locations.
political map	A portrayal on a flat surface of the political features of the Earth (e.g., international boundaries, capitals, political subdivisions).
prejudice	An adverse opinion or judgment formed beforehand or without full knowledge or complete examination of the facts; a preconceived idea or preference.
presidential democracy	A system of government characterized by a separation of powers between independent and coequal executive and legislative branches such as the United States.

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primary source	An account of an event by someone who was present at the event.
private sector	The part of the economy that involves transactions of individuals and businesses.
producer	A person who makes goods and services.
product	Something produced by human or mechanical effort or by a natural process.
production	The act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services.
productive capacity	The maximum output that an economy can produce without big increases in inflation.
productive resources	The resources used to make goods and services (i.e., natural resources, human resources, capital goods).
progressive tax	A tax for which the percentage of income paid in taxes increases as income increases.
proportional tax	A tax for which the percentage of income paid in taxes remains the same for all income levels.
public sector	The part of the economy that involves the transactions of the government.
pull factor	A social, political, economic or environmental attraction of a new area that drew people away from their previous location.
push factor	A social, political, economic or environmental force that drove people from their previous location to search for a new one.

R

racism	The belief that members of one's own race are superior physically, mentally, culturally and morally to members of other races.
referendum	The process in which a measure passed by a legislature is submitted (referred) to the voters for final approval or rejection or a petition process by which a certain percentage of electors (voters) can order recently passed legislation be submitted to the electors (voters) for approval or rejection.
region	An area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas.
regressive tax	A tax for which the percentage of income paid in taxes decreases as income increases.
relative location	The location of a place in relation to other places (e.g., northwest, downstream).
reliability	The degree to which something is trustworthy or is suitable to be depended upon.
renewable resource	A natural resource that can be regenerated if used carefully (e.g., fish, timber).

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representative democracy (republic) A democratic system of government in which the people exercise political control and participate through elected representatives responsible for promoting the common welfare.

responsibilities The conditions or tasks for which a person is accountable or answerable.

rights Just claims that belong to a person by law, nature or tradition.

S

scale The relationship or ratio between a linear measurement on a map and the corresponding distance on the Earth's surface.

scarcity The lack of sufficient resources to produce all the goods and services that people desire.

secondary source An account of an event by someone who was not present at the event.

services Actions that are capable of satisfying people's wants.

specialization The concentration of production on fewer kinds of goods and services than are consumed.

standard of living A person's or group's level of material well-being, as measured by education, housing, health care and nutrition.

supply The quantities of a good or service that producers are willing and able to provide at various prices during a given time period.

T

territory An area of land; the land and waters under the jurisdiction of a state, nation or sovereign.

thematic map A portrayal on a flat surface of geographic topic (e.g., migration routes, resource locations, population densities).

theocracy A system of government headed by one or more religious leaders who claim to rule by divine authority.

trade-off The sacrifice of one option for another when a decision is made.

traditional economy An economic system in which decisions on production and consumption are based upon customs, beliefs, rituals and habits.

W

want A psychological or physical desire that can be fulfilled through the consumption of goods and services.

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Resources



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These sample resources can be used to aid in the understanding of academic content standards. In addition, these resources can be used to begin the process of implementing standards-based instruction and assessment. The model curriculum will provide a greater opportunity to explore best practices, research-based instruction, and effective lessons and strategies for all children.

Instructional Resources

Resources listed in this section provide information for educators seeking practical and creative ways to implement the standards-based instruction.

Instructional Resources on the Internet

- **The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS)** - The ERIC database is the largest and oldest database of education literature in the world, containing records for nearly one million journal articles, teaching guides, curriculum guides, research reports, books, conference papers, bibliographies, and other materials pertaining to education. ERIC, which serves teachers, parents, administrators, policymakers, researchers, students and anyone else interested in information on education, consists of 16 subject-oriented clearinghouses across the nation. Each clearinghouse specializes in a broad subject area as it relates to education; ERIC/ChESS, for instance, specializes in social studies/social science education.
www.indiana.edu/~ssdc/eric-chess.html
- **Library of Congress** - The Library of Congress is the nation's oldest federal cultural institution and serves as the research arm of Congress. It is also the largest library in the world, with more than 120 million items on approximately 530 miles of bookshelves. The collections include more than 18 million books, 2.5 million recordings, 12 million photographs, 4.5 million maps and 54 million manuscripts. Thomas Jefferson is the founder of the Library of Congress. His personal library is the Library's core, and the vast range of his interests determined the universal and diverse nature of the Library's collections and activities.
www.loc.gov
- **The National Center for History in the Schools (NCHE)** - The NCHE has published more than 60 teaching units that are the fruits of collaborations between history professors and experienced teachers of both U.S. and World History. The units represent specific issues and dramatic episodes in history. Units are based on primary sources taken from government documents, artifacts, journals, diaries, newspapers, magazines, literature, contemporary photographs, paintings and other art from the period under study.
<http://www.sscnet.ucla.edu/nchs/about-catalog.html>
- **National Council on Economic Education (NCEE)** - NCEE is a partnership of leaders in education, business and labor devoted to helping students learn to think, choose and function in a changing global economy. NCEE also is a premier source of national and international teacher training and materials used to instill an understanding of economic principles for grades kindergarten through 12.
www.ncee.net

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- **The National Council for Geographic Education (NCGE)** - NCGE works to enhance the status and quality of geography teaching and learning. NCGE promotes the importance and value of geographic education. The council facilitates communication among geography educators and enhances the preparation of geographic educators with respect to their knowledge of content, techniques and learning processes.
www.ncge.org
- **Center for Civic Education** - The Center for Civic Education specializes in civic/citizenship education, law-related education, and international educational exchange programs for developing democracies. Programs focus on the U.S. Constitution and Bill of Rights; American political traditions and institutions at the federal, state and local levels; constitutionalism; civic participation; and the rights and responsibilities of citizens.
www.civiced.org

Instructional Publications

- Alleman, Janet and Jere Brophy. *Powerful Social Studies for Elementary Students*. Orlando: Harcourt Brace & Company, 1996.
- Evans, Ronald W. and David Warren Saxe, eds. *Handbook on Teaching Social Issues*. Washington, D.C.: National Council for the Social Studies, 1996.
- Kashatus, William C. *Past, Present and Personal: Teaching Writing in U.S. History*. Portsmouth: Heinemann, 2002.
- Korbin, David. *Beyond the Textbook: Teaching History Using Documents and Primary Sources*. Portsmouth: Heinemann, 1996.
- Levstik, Linda S. and Keith C. Barton. *Doing History: Investigating With Children in Elementary and Middle Schools*. Mahwah: Lawrence Erlbaum Associates, Inc., 2001.
- Lindquist, Tarry. *Seeing the Whole Through Social Studies*. Portsmouth: Heinemann, 1995.
- Tunnell, Michael O. and Richard Ammon, eds. *The Story of Ourselves: Teaching History Through Children's Literature*. Portsmouth: Heinemann, 1993.
- Williams, Mark, Lou Ratte and Robert K. Andrian. *Exploring World History Ideas for Teachers*. Portsmouth: Heinemann, 2001.

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Professional Resources

Resources listed in this section provide access to professional organizations and public institutions to afford educators opportunities to stay informed within their field.

Professional Organizations

- **National Council for the Social Studies (NCSS)** - NCSS Studies is the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies. With members in all 50 states, the District of Columbia, and 69 foreign countries, NCSS serves as an umbrella organization of more than 110 affiliated state, local and regional councils and associated groups. NCSS membership represents kindergarten through 12th - grade classroom teachers, college and university faculty members, curriculum designers and specialists, social studies supervisors and leaders in the various disciplines that constitute the social studies.

<http://www.ncss.org>

- **The National Council for History Education (NCHE)** - NCHE is dedicated to promoting the importance of history in schools and society. NCHE links history in the schools with many activities sponsored by state and local organizations. It provides a communications network for all advocates of history education, whether in schools, colleges, museums, historical councils or community groups.

<http://www.history.org/nche>

- **The Ohio Council for the Social Studies (OCSS)** - OCSS serves as a premier voice for social studies professionals in Ohio. The council advocates for the vital role of social studies and assist educators through professional development for the delivery of effective and innovative instruction.

<http://www.ocss.org>

- **The Ohio Historical Society** - The Ohio Historical Society promotes a knowledge of archaeology and history, especially in Ohio. The society exists to interpret, preserve, collect and make available evidence of the past, and to provide leadership in furthering knowledge, understanding and appreciation of the pre-history and history of Ohio, and of the broader cultural and natural environments of which Ohio is a part.

<http://www.ohiohistory.org>

Departments of Education

- **Ohio Department of Education**

www.ode.state.oh.us

Office of Curriculum and Instruction

www.ode.state.oh.us/curriculum-assessment/ci

Office of Assessment

www.ode.state.oh.us/curriculum-assessment/Assessment

Office of Career-Technical and Adult Education

www.ode.state.oh.us/CTAE

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- [Other state Departments of Education \(via CCSSO\)](#)

www.ccsso.org/seamenu.html

- [U.S. Department of Education](#)

www.ed.gov

Research Resources

Resources listed in this section provide theory, skills and strategies to build knowledge and understanding of standards and other related topics.

Research Resources on the Internet

- **National Assessment of Educational Progress (NAEP)** - Also known as the Nation's Report Card, NAEP is the only nationally representative and continuing assessment of what America's students know and can do in the social studies areas of civics, geography and U.S. history. NAEP offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). From this site you can look at the civics, geography and U.S. history data, and use the data analysis tool to analyze the data.

www.nces.ed.gov/nationsreportcard

- **ERIC Clearinghouse for Social Studies/Social Science Education** - The ERIC database, the heart of and the most well-known component of the ERIC system, is the largest and oldest database of education literature in the world, containing records for nearly one million journal articles, teaching guides, curriculum guides, research reports, books, conference papers, bibliographies and other materials pertaining to education. This site specializes in social studies and social science education

www.indiana.edu/~ssdc/eric-chess.htm

Research Publications

- Banks, James, ed. *Handbook of Research on Multicultural Education*. Hoboken: Jossey-Bass, 2001.
- Bradley Commission on History in Schools. "Building a History Curriculum: Guidelines for Teaching History in Schools." *Historical Literacy: The Case for History in American Education*. Eds. Paul Gagnon and The Bradley Commission on History in Schools. New York: Macmillan Publishing Company, 1989.
- Easton, Lois Brown. *The Other Side of Curriculum: Lessons from Learners*. Portsmouth: Heinemann, 2001.
- Erickson, H. Lynn and Carol Ann Tomlinson. *Concept-Based Curriculum and Instruction: Teaching Beyond the Facts*. Northbook: Association for Supervision & Curriculum Development, 2002.
- Haas, Mary E. and Margaret A. Laughlin, eds. *Meeting the Standards: Social Studies Readings for K-6 Educators*. Washington, D.C.: National Council for the Social Studies, 1997.
- Jacobs, Heidi Hayes. *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*. Northbook: Association for Supervision & Curriculum Development, 1997.
- Jacobs, Heidi Hayes, ed. *Interdisciplinary Curriculum: Design and Implementation*. Northbook: Association for Supervision & Curriculum Development, 1989.

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- National Council for History Education. *Building a United States History Curriculum: A Guide to Using Themes and Selecting Content*. Westlake: National Council for History Education, 1997.
- National Council for History Education. *Building a World History Curriculum: A Guide to Using Themes and Selecting Content*. Westlake: National Council for History Education, 1997.
- Ross, E. Wayne, ed. *The Social Studies Curriculum: Purposes, Problems, and Possibilities*. Albany: State University of New York Press, 2001.
- Shaver, James, ed. *Handbook of Research on Social Studies Teaching and Learning*. New York: Macmillan, 1991.
- Zemelman, Steven, Harvey Daniels, and Arthur Hyde. *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth: Heinemann, 1998.