



# Social Studies Course Of Study



Revised 2018  
(Adopted August 2014)

## Table of Contents

Introduction .....	1
Diocese Of Toledo Philosophy Of Education.....	2
Philosophy Of The Social Studies Program.....	3
Catholic Identity .....	4
How To Read The Standards: K-12 Social Studies .....	5
Standards By Grade .....	10
Grade K: A Child's Place in Time and Space .....	10
Grade 1: Families Now and Long Ago, Near and Far.....	11
Grade 2: People Working Together .....	13
Grade 3: Communities: Past and Present, Near and Far .....	15
Grade 4: Ohio in the United States.....	17
Grade 5: Regions and People of the Western Hemisphere .....	19
Grade 6: Regions and People of the Eastern Hemisphere .....	21
Grade 7: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age .....	23
Grade 8: U.S. Studies from 1492 to 1877: Exploration through Reconstruction .....	25
Social Studies Standards: High School .....	27
Course Syllabus: American History.....	28
Course Syllabus: American Government.....	31
Course Syllabus: Economics and Financial Literacy.....	33
Course Syllabus: Modern World History .....	35
Course Syllabus: World Geography.....	37



## **Introduction**

The Social Studies Course of Study is based on Ohio's New Learning Standards, Social Studies, which are to be implemented in 2014-2015. It contains the diocesan philosophy of education, a "Social Studies Program Philosophy" and a listing of grade level standards for Social Studies. These Social Studies standards are to be infused with the Diocesan Catholic Identity standards whenever possible.

### **Course Of Study Revision Process**

Under the direction of the superintendent, one central staff member conducted the revision process. The review began in August 2012 with nine regional meetings throughout the diocese. All elementary administrators and teachers, as well as High School Social Studies Department Chairpersons attended these meeting. These meetings provided instruction on how to read the new standards, along with a discussion of the major instructional shifts that would be required to properly implement the standards. Participants also received training on how to "unpack" the standards into specific student learning objectives at the local level. Teachers were asked to pilot the new standards during the 2012-13 school year and provide feedback to the diocese. This feedback was used to amend the standards into this final document, which was published in June 2014.

**Superintendent:** Christopher Knight

**Project Facilitator:** Timothy Mahoney

## Diocese Of Toledo Philosophy Of Education

*"The duty of human perfection, like the whole universe, has been renewed, recast, supernaturalized, in the Kingdom of God. It is a truly Christian duty to grow... and to make one's talents bear fruit...It is a part of the essentially Catholic vision to look upon the world as maturing--not only in each individual or in each nation, but in the whole human race."*

*(Teilhard de Chardin, The Divine Milieu)*

The schools of the Catholic Diocese of Toledo assist parents in preparing their youngsters to assume their Christian vocation. The schools enable youngsters to perfect and grow in the knowledge, skills, values and attitudes to which they are called by Jesus Christ. This vocation begins and grows as each member hears the message of the Gospel, seeks to achieve a personal relationship with Jesus Christ and shares in a commitment of love and service of God and others in order to transform self and society.

Catholic education in the Toledo Diocesan schools is intended to make students become people of faith who can experience--inside and outside the school setting--learning and living in the light of this faith commitment. Students are instructed in human knowledge and skills in order to best relate human culture to God's plan for His evolving creation. Religious education, i.e., instruction in truths and development of values, is of primary concern. This religious education serves as the basis by which students can integrate their experiences of learning and living at each stage of their development.

This integration thrives in a thoroughly Christian atmosphere where faculties and staffs share and demonstrate in their professional and private lives this same commitment to personal perfection and growth in Jesus Christ.

Toledo Diocesan schools enable students to extend their personal faith commitment through prayer and by serving others. Together with faculty and staff, students participate in liturgical activities that foster community. Students explore ways to meet the challenges of tensions and conflicts that occur in community, especially in peacemaking and the achievement of justice. Gospel values impel students to a special concern for all who suffer any disadvantage. Students are enabled to commit themselves to the public interest by developing the skills and talents needed to contribute to the life of the nation.

This experience of integrating learning and living a commitment of faith is a reason for hope. It is the duty of the schools of the Diocese of Toledo to continually explore and rekindle hope for the future in the light of the present reality of the universe. Engaging our members—and the community-at-large--in a search for growth and perfection is our never-ending obligation. Our ultimate goal is union with Jesus Christ, "the way, the truth and the life.

## **Philosophy Of The Social Studies Program**

### **As Catholic School Educators we believe that:**

As a discipline, Social Studies adapts to the ever-changing nature of our society. As teachers, we recognize not only the common concerns that face students in their daily lives, but also the challenges they face as citizens of the world. A global perspective is necessary to foster cooperation among peoples and nations. Development of this perspective requires an understanding and respect for varied cultural identities, as well as knowledge about our democratic society. A well-organized Social Studies program will help young people understand and cope with the changes that the future will bring, while knowing and appreciating the richness and the traditions of our heritage.

Knowledge and appreciation is gained through social and civic observation, analysis, and participation. Emphasis is placed on facts, concepts and generalizations derived from the areas of History, Geography, Government, Economics and other related disciplines. Social Studies education also plays a prominent role in the development of attitudes, values, skills and knowledge that reflect and support our Catholic heritage and democratic way of life. The Social Studies curriculum emphasizes the commonality shared by all human beings as children of God, and our mutual obligations to each other as members of families, communities, nations and the world.

The responsibility of the school in the context of a Catholic education is to provide a learning environment based on Catholic social teachings. The Social Studies curriculum relies upon academic freedom, critical thinking, diverse viewpoints and active student participation in the learning process. Teachers serve a dual purpose with a continuous learning process: to be role models for students reflecting the teaching of Jesus Christ, and to facilitate learning for all students.

Students are citizens with certain rights and responsibilities. Students must be able to make decisions regarding social and moral issues that touch their lives as individuals and members of society. With the knowledge and values gained through Catholic Social Studies education, the students will be prepared for their roles as citizens, future leaders, and Disciples of Christ.

## Catholic Identity

These seven standards represent particular qualities wanted in our Catholic school graduates. Teachers should infuse their instruction of Mathematics with activities that promote these desired outcomes whenever possible.

1. A devout **disciple** of Christ formed in the Catholic Faith community, who possesses a solid grasp of Catholic Faith and Morals; who lives a devout spiritual life; who gives witness to Christ by word and deed, and who strives to build up Catholic culture whenever possible.
2. A **critical thinker** who possesses a Catholic worldview and applies this to the study of any subject; who makes responsible decisions using an informed Catholic moral conscience for the common good; and who is capable of discerning and promoting that which is good in modern media and popular culture, while creatively countering that which is not.
3. An effective **communicator** who speaks and writes with clarity and listens with compassion, responding critically in light of Gospel values.
4. A self-directed, **lifelong learner** who possesses a love of learning and desire for truth; and who develops and utilizes one's God-given potential.
5. A collaborative **contributor** who finds meaning, dignity, and vocation in work; and who respects the human rights of all as defined by God's Commandments and Church teaching, while contributing to the common good.
6. A loving **family member** who attends to family, parish, school and the wider community.
7. An Informed, discerning and **engaged participant** in American civic life and culture; who possesses a basic familiarity with the foundational documents of our constitutional republic; as well as understands the importance of these texts to human rights; and who gives witness to Catholic Social Teachings by promoting human dignity whenever possible, both in America and around the world

## How To Read The Standards: K-12 Social Studies

### KINDERGARTEN – GRADE EIGHT

The revised standards for K – 8 are organized using the following components: **Strands**, **Themes**, **Topics** and **Content Statements**.

#### STRANDS

The four disciplines within the social studies: History, Geography, Government and Economics

#### THEMES

The focus for a particular grade level or the descriptive narrative of a high school course syllabus. Example in Grade Two: People Working Together

#### TOPICS

The different aspects of content within a strand Example in Geography: *Human Systems*

#### CONTENT STATEMENTS

The essential knowledge to be learned at each grade level or within each course

Example from Grade Eight: *20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.*

### HIGH SCHOOL

The revised standards for high school contain syllabi for six high school social studies courses:

American History

Modern World History

American Government

Economics and Financial Literacy

Contemporary World Issues

World Geography

Each course contains a theme and broad topics which are further clarified with content statements. Grade levels are not specific for any of the courses.



## **STRAND DEFINITIONS — K-8 SOCIAL STUDIES**

### **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.

### **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. 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.

### **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. They 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.

### **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

## SKILLS TOPIC DESCRIPTIONS — K-8 SOCIAL STUDIES

<b>HISTORY</b>	<b>Historical Thinking and Skills</b>	Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students’ progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
<b>GEOGRAPHY</b>	<b>Spatial Thinking and Skills</b>	Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
<b>GOVERNMENT</b>	<b>Civic Participation and Skills</b>	Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
<b>ECONOMICS</b>	<b>Economic Decision Making and Skills</b>	Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and beneficial collecting and organizing economic evidence and proposing alternatives to economic problems.
	<b>Financial Literacy</b>	Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

STRAND	TOPIC	TOPIC DESCRIPTION
History	<b>Historical Thinking and Skills</b>	Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students’ progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
	<b>Heritage</b>	Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
	<b>Early Civilizations</b>	The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies which influence later peoples.
	<b>Feudalism and Transitions</b>	Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interactions between the Muslim world and European states. These interactions influence the rise of new ideas and institutions.
	<b>First Global Age</b>	The transoceanic linking of all the major regions of the world led to economic, political, cultural and religious transformations.
	<b>Colonization To Independence</b>	European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.
	<b>A New Nation</b>	The United States shifted in governing philosophy from a loosely organized system characterized by strong state powers to a federal system.
	<b>Expansion</b>	The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.
	<b>Civil War and Reconstruction</b>	Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.

STRAND	TOPIC	TOPIC DESCRIPTION
Geography	<b>Spatial Thinking and Skills</b>	Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
	<b>Places and Regions</b>	A place is a location having distinctive characteristics which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
	<b>Human Systems</b>	Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Government	<b>Civic Participation and Skills</b>	Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
	<b>Rules and Laws</b>	Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.
	<b>Roles and Systems of Government</b>	The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
Economics	<b>Economic Decision Making and Skills</b>	Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and beneficial collecting and organizing economic evidence and proposing alternatives to economic problems.
	<b>Scarcity</b>	There are not enough resources to produce all the goods and services that people desire.
	<b>Production and Consumption</b>	Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.
	<b>Markets</b>	Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.
	<b>Financial Literacy</b>	Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

# Standards By Grade

## Grade K: A Child's Place in Time and Space

The kindergarten year is the time for children to begin to form concepts about the world beyond their own classrooms and communities. Culture, heritage and democratic principles are explored, building upon the foundation of the classroom experience. Children deepen their learning about themselves and begin to form an understanding of roles, responsibility for actions and decision making in the context of the group setting.

### History Strand

#### *Historical Thinking & Skills*

K.H.HT.1. Time can be measured.

K.H.HT.2. Personal history can be shared through stories and pictures.

#### *Heritage*

K.H.H.3. Heritage is reflected through the arts, customs, traditions, family celebrations and language.

K.H.H.4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.

### Geography Strand

#### *Spatial Thinking & Skills*

K.G.ST.5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.

K.G.ST.6. Models and maps represent places.

#### *Human Systems*

K.G.HS.7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.

K.G.HS.8. Individuals are unique but share common characteristics of multiple groups.

### Government Strand

#### *Civic Participation & Skills*

K.GOV.CP.9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.

#### *Rules & Laws*

K.GOV.RL.10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

### Economics Strand

#### *Scarcity*

K.E.S.11. People have many wants and make decisions to satisfy those wants. These decisions impact others.

#### *Production & Consumption*

K.E.PC.12. Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.

## **Grade 1: Families Now and Long Ago, Near and Far**

The first 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 foundation for understanding principles of government and their roles as citizens.

### **History Strand**

#### ***Historical Thinking & Skills***

- 1.H.HT.1. Time can be divided into categories (e.g., months of the year, past, present and future).
- 1.H.HT.2. Photographs, letters, artifacts and books can be used to learn about the past.

#### ***Heritage***

- 1.H.H.3. The way basic human needs are met has changed over time.

### **Geography Strand**

#### ***Spatial Thinking & Skills***

- 1.G.ST.4. Maps can be used to locate and identify places.

#### ***Places & Regions***

- 1.G.PR.5. Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).

#### ***Human Systems***

- 1.G.HS.6. Families interact with the physical environment differently in different times and places.
- 1.G.HS.7. Diverse cultural practices address basic human needs in various ways and may change over time.

### **Government Strand**

#### ***Civic Participation & Skills***

- 1.GOV.CP.8. Individuals are accountable for their actions.
- 1.GOV.CP.9. Collaboration requires group members to respect the rights and opinions of others.

#### ***Rules & Laws***

- 1.GOV.RL.10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

### **Economics Strand**

#### ***Scarcity***

- 1.E.S.11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.

#### ***Production & Consumption***

- 1.E.PC.12. People produce and consume goods and services in the community.

**Markets**

1.E.M.13. People trade to obtain goods and services they want.

**Financial Literacy**

1.E.FL.14. Currency is used as a means of economic exchange.

## Grade 2: People Working Together

Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago. They use biographies, primary sources and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.

### History Strand

#### *Historical Thinking & Skills*

- 2.H.HT.1. Time can be shown graphically on calendars and timelines.
- 2.H.HT.2. Change over time can be shown with artifacts, maps, and photographs.

#### *Heritage*

- 2.H.H.3. Science and technology have changed daily life.
- 2.H.H.4. Biographies can show how peoples' actions have shaped the world in which we live.

### Geography Strand

#### *Spatial Thinking & Skills*

- 2.G.ST.5. Maps and their symbols can be interpreted to answer questions about location of places.

#### *Places & Regions*

- 2.G.PR.6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

#### *Human Systems*

- 2.G.HS.7. Human activities alter the physical environment, both positively and negatively.
- 2.G.HS.8. Cultures develop in unique ways, in part through the influence of the physical environment.
- 2.G.HS.9. Interactions among cultures lead to sharing ways of life.

### Government Strand

#### *Civic Participation & Skills*

- 2.GOV.CP.10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.
- 2.GOV.CP.11. Groups are accountable for choices they make and actions they take.

#### *Rules & Laws*

- 2.GOV.RL.12. There are different rules that govern behavior in different settings.

### Economics Strand

#### *Economic Decision Making & Skills*

- 2.E.DM.13. Information displayed on bar graphs can be used to compare quantities.

#### *Scarcity*

- 2.E.S.14. Resources can be used in various ways.

#### *Production & Consumption*

- 2.E.PC.15. Most people around the world work in jobs in which they produce specific goods and services.



***Markets***

2.E.M.16. People use money to buy and sell goods and services.

***Financial Literacy***

2.E.FL.17. People earn income by working.

## **Grade 3: 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 communities have 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.

### **History Strand**

#### ***Historical Thinking & Skills***

- 3.H.HT.1. Events in local history can be shown on timelines organized by years, decades and centuries.
- 3.H.HT.2. Primary sources such as artifacts, maps and photographs can be used to show change over time.

#### ***Heritage***

- 3.H.H.3. Local communities change over time.

### **Geography Strand**

#### ***Spatial Thinking & Skills***

- 3.G.ST.4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

#### ***Places & Regions***

- 3.G.PR.5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

#### ***Human Systems***

- 3.G.HS.6. Evidence of human modification of the environment can be observed in the local community.
- 3.G.HS.7. Systems of transportation and communication move people, products and ideas from place to place.
- 3.G.HS.8. Communities may include diverse cultural groups.

### **Government Strand**

#### ***Civic Participation & Skills***

- 3.GOV.CP.9. Members of local communities have social and political responsibilities.
- 3.GOV.CP.10. Individuals make the community a better place by solving problems in a way that promotes the common good.

#### ***Rules & Laws***

- 3.GOV.RL.11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.

#### ***Roles & Systems of Government***

- 3.GOV.RS.12. Governments have authority to make and enforce laws.
- 3.GOV.RS.13. The structure of local governments may differ from one community to another.

## **Economics Strand**

### ***Economic Decision Making & Skills***

3.E.DM.14. Line graphs are used to show changes in data over time.

3.E.DM.15. Both positive and negative incentives affect people's choices and behaviors.

### ***Scarcity***

3.E.S.16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.

### ***Production & Consumption***

3.E.PC.17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

### ***Markets***

3.E.M.18. A market is where buyers and sellers exchange goods and services.

### ***Financial Literacy***

3.E.FL.19. Making decisions involves weighing costs and benefits.

3.E.FL.20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

## Grade 4: Ohio in the United States

The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.

### History Strand

#### ***Historical Thinking & Skills***

- 4.H.HT.1. The order of significant events in Ohio and the United States can be shown on a timeline.
- 4.H.HT.2. Primary and secondary sources can be used to create historical narratives.

#### ***Heritage***

- 4.H.H.3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.
- 4.H.H.4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.
- 4.H.H.5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.
- 4.H.H.6. The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.
- 4.H.H.7. Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.
- 4.H.H.8. Many technological innovations that originated in Ohio benefited the United States.

### Geography Strand

#### ***Spatial Thinking & Skills***

- 4.G.ST.9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

#### ***Places & Regions***

- 4.G.PR.10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.
- 4.G.PR.11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.

### ***Human Systems***

- 4.G.HS.12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.
- 4.G.HS.13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.
- 4.G.HS.14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

### **Government Strand**

#### ***Civic Participation & Skills***

- 4.GOV.CP.15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.
- 4.GOV.CP.16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.
- 4.GOV.CP.17. Effective participants in a democratic society engage in compromise.

#### ***Rules & Laws***

- 4.GOV.RL.18. Laws can protect rights, provide benefits and assign responsibilities.
- 4.GOV.RL.19. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

#### ***Roles & Systems of Government***

- 4.GOV.RS.20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.
- 4.GOV.RS.21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

### **Economics Strand**

#### ***Economic Decision Making & Skills***

- 4.E.DM.22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).

#### ***Production & Consumption***

- 4.E.PC.23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.

#### ***Financial Literacy***

- 4.E.FL.24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.

## Grade 5: Regions and People of the Western Hemisphere

In grade five students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.

### History Strand

#### *Historical Thinking & Skills*

- 5.H.HT.1. Multiple-tier timelines can be used to show relationships among events and places.

#### *Early Civilizations*

- 5.H.EC.2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.

#### *Heritage*

- 5.H.H.3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.

### Geography Strand

#### *Spatial Thinking & Skills*

- 5.G.ST.4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.
- 5.G.ST.5. Latitude and longitude can be used to make observations about location and generalizations about climate.

#### *Places & Regions*

- 5.G.PR.6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural, or economic).

#### *Human Systems*

- 5.G.HS.7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.
- 5.G.HS.8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.
- 5.G.HS.9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.
- 5.G.HS.10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.

## Government Strand

### ***Civic Participation & Skills***

- 5.GOV.CP.11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

### ***Roles & Systems of Government***

- 5.GOV.RS.12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

## Economics Strand

### ***Economic Decision Making & Skills***

- 5.E.DM.13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.
- 5.E.DM.14. The choices people make have both present and future consequences.

### ***Scarcity***

- 5.E.S.15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.

### ***Production & Consumption***

- 5.E.PC.16. The availability of productive resources and the division of labor impact productive capacity.

### ***Markets***

- 5.E.M.17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.

### ***Financial Literacy***

- 5.E.FL.18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

## Grade 6: Regions and People of the Eastern Hemisphere

In grade six, students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.

### History Strand

#### *Historical Thinking & Skills*

- 6.H.HT.1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

#### *Early Civilizations*

- 6.H.EC.2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

### Geography Strand

#### *Spatial Thinking & Skills*

- 6.G.ST.3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.
- 6.G.ST.4. Latitude and longitude can be used to identify absolute location.

#### *Places & Regions*

- 6.G.PR.5. Regions can be determined using various criteria (e.g., landform, climate, population, cultural, or economic).

#### *Human Systems*

- 6.G.HS.6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.
- 6.G.HS.7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.
- 6.G.HS.8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

### Government Strand

#### *Civic Participation & Skills*

- 6.GOV.CP.9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.



### ***Roles & Systems of Government***

- 6.GOV.RS.10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

## **Economics Strand**

### ***Economic Decision Making & Skills***

- 6.E.DM.11. Economists compare data sets to draw conclusions about relationships among them.
- 6.E.DM.12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

### ***Scarcity***

- 6.E.S.13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.
- 6.E.S.14. When regions and/or countries specialize, global trade occurs.

### ***Markets***

- 6.E.M.15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.

### ***Financial Literacy***

- 6.E.FL.16. When selecting items to buy, individuals can compare the price and quality of available goods and services.

## **Grade 7: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age**

The seventh-grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.

### **History Strand**

#### ***Historical Thinking & Skills***

- 7.H.HT.1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

#### ***Early Civilizations***

- 7.H.EC.2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

#### ***Feudalism & Transitions***

- 7.H.FT.3. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.
- 7.H.FT.4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.
- 7.H.FT.5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.
- 7.H.FT.6. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.
- 7.H.FT.7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.

#### ***First Global Age***

- 7.H.FGA.8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.
- 7.H.FGA.9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.
- 7.H.FGA.10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.
- 7.H.FGA.11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.

## Geography Strand

### ***Spatial Thinking & Skills***

- 7.G.ST.12. Maps and other geographic representations can be used to trace the development of human settlement over time.

### ***Human Systems***

- 7.G.HS.13. Geographic factors promote or impede the movement of people, products and ideas.
- 7.G.HS.14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.
- 7.G.HS.15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

## Government Strand

### ***Civic Participation & Skills***

- 7.GOV.CP.16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

### ***Roles & Systems of Government***

- 7.GOV.RS.17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.
- 7.GOV.RS.18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.

## Economics Strand

### ***Economic Decision Making & Skills***

- 7.E.DM.19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

### ***Scarcity***

- 7.E.S.20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

### ***Markets***

- 7.E.M.21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.

## **Grade 8: U.S. Studies from 1492 to 1877: Exploration through Reconstruction**

The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.

### **History Strand**

#### ***Historical Thinking & Skills***

- 8.H.HT.1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

#### ***Colonization to Independence***

- 8.H.CI.2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
- 8.H.CI.3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.
- 8.H.CI.4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.
- 8.H.CI.5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

#### ***A New Nation***

- 8.H.NN.6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people
- 8.H.NN.7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
- 8.H.NN.8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

#### ***Expansion***

- 8.H.E.9. The United States added to its territory through treaties and purchases.
- 8.H.E.10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

#### ***Civil War & Reconstruction***

- 8.H.CWR.11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.
- 8.H.CWR.12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.

## Geography Strand

### ***Spatial Thinking & Skills***

- 8.G.ST.13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

### ***Human Systems***

- 8.G.HS.14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
- 8.G.HS.15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.
- 8.G.HS.16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
- 8.G.HS.17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

## Government Strand

### ***Civic Participation & Skills***

- 8.GOV.CP.18. Participation in social and civic groups can lead to the attainment of individual and public goals.
- 8.GOV.CP.19. Informed citizens understand how media and communication technology influence public opinion.

### ***Roles & Systems of Government***

- 8.GOV.RS.20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.
- 8.GOV.RS.21. The U.S. Constitution protects citizens' rights by limiting the powers of government.

## Economics Strand

### ***Economic Decision Making & Skills***

- 8.E.DM.22. Choices made by individuals, businesses and governments have both present and future consequences.

### ***Production & Consumption***

- 8.E.PC.23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

### ***Markets***

- 8.E.M.24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.

### ***Financial Literacy***

- 8.E.FL.25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.

## **Social Studies Standards: High School**

High School Social Studies contain syllabi for five high school social studies courses: American History, American Government, Economics and Financial Literacy, Modern World History, and World Geography.

Each contains a course theme and broad topics which are further clarified with content statements. Grade levels are not specified for any of the courses. The syllabi, are available for schools to use as they plan course offerings. One-half unit of American history, one-half unit of American government and two units of social studies are required for graduation. End-of-course exams will be given in American History and American Government. The inclusion of particular courses in the standards is not meant to require that all of these courses be offered or limit the choice of courses which districts may offer in their social studies programs.

### **HOW TO READ THE STANDARDS**

The standards are organized using the following components: Themes, Topics and Content Statements.

#### **THEMES**

The focus for a particular grade level or the descriptive narrative of a high school course syllabus

#### **TOPICS**

The different aspects of content within a Theme

#### **CONTENT STATEMENTS**

The essential knowledge to be learned at each grade level or within each course

## Course Syllabus: American History

**Theme:** This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### TOPIC: HISTORICAL THINKING AND SKILLS

Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

#### CONTENT STATEMENTS:

1. Historical events provide opportunities to examine alternative courses of action.
2. The use of primary and secondary sources of information includes an examination of the credibility of each source.
3. Historians develop theses and use evidence to support or refute positions.
4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

### TOPIC: HISTORIC DOCUMENTS

Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.

#### CONTENT STATEMENTS:

5. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.
6. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.
7. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.
8. The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.
9. The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States.

### TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920)

Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.

#### CONTENT STATEMENTS:

10. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.

11. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
12. Immigration, internal migration and urbanization transformed American life.
13. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
14. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.

#### **TOPIC: FOREIGN AFFAIRS FROM IMPERIALISM TO POST-WORLD WAR I (1898-1930)**

The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.

##### **CONTENT STATEMENTS:**

15. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
16. After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

#### **TOPIC: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919-1941)**

The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the economic programs created by the federal government.

##### **CONTENT STATEMENTS:**

17. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
18. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
19. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.
20. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

#### **TOPIC: FROM ISOLATION TO WORLD WAR (1930-1945)**

The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.

##### **CONTENT STATEMENTS:**

21. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.
22. The United States mobilization of its economic and military resources during World War II brought significant changes to American society.

#### **TOPIC: THE COLD WAR (1945-1991)**



The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

#### **CONTENT STATEMENTS:**

- 23. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.
- 24. The United States followed a policy of containment during the Cold War in response to the spread of communism.
- 25. The Second Red Scare and McCarthyism reflected Cold War fears in American society.
- 26. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
- 27. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.

#### **TOPIC: SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994)**

A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, the increase in immigration and the expansion of civil rights.

#### **CONTENT STATEMENTS:**

- 28. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
- 29. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.
- 30. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
- 31. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

#### **TOPIC: UNITED STATES AND THE POST-COLD WAR WORLD (1991 TO PRESENT)**

The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.

#### **CONTENT STATEMENTS:**

- 32. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
- 33. The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.

## **Course Syllabus: American Government**

Theme: How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.

### **TOPIC: CIVIC INVOLVEMENT**

Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.

#### **CONTENT STATEMENTS:**

1. Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.
2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.

### **TOPIC: CIVIC PARTICIPATION AND SKILLS**

Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.

#### **CONTENT STATEMENTS:**

3. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.
4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.

### **TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION**

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

#### **CONTENT STATEMENTS:**

5. As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.
6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.
7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.
8. The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.
9. The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.
10. Amendments 16 through 19 responded to calls for reform during the Progressive Era.
11. Four amendments have provided for extensions of suffrage to disenfranchised groups.
12. Five amendments have altered provisions for presidential election, terms, and succession to address changing historical circumstances.
13. Amendments 11, 21 and 27 have addressed unique historical circumstances.

### **TOPIC: STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT**

Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.

#### **CONTENT STATEMENTS:**

14. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.
15. The political process creates a dynamic interaction among the three branches of government in addressing current issues.

#### **TOPIC: ROLE OF THE PEOPLE**

The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.

#### **CONTENT STATEMENTS:**

16. In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.
17. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.

#### **TOPIC: OHIO'S STATE AND LOCAL GOVERNMENTS**

The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.

#### **CONTENT STATEMENTS:**

18. The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio.
19. As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.
20. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

#### **TOPIC: PUBLIC POLICY**

Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.

#### **CONTENT STATEMENTS:**

21. A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.
22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.

#### **TOPIC: GOVERNMENT AND THE ECONOMY**

The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.

#### **CONTENT STATEMENTS:**

23. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.
24. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

## **Course Syllabus: Economics and Financial Literacy**

Theme: This course explores the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants. More specifically, it examines the ability of individuals to use knowledge and skills to manage limited financial resources effectively for a lifetime of financial security.

### **TOPIC: ECONOMIC DECISION MAKING AND SKILLS**

Economic decision making relies on the analysis of data. Economists use data to explain trends and decide among economic alternatives. Individuals use data to determine the condition of their finances and to make savings and investment decisions.

#### **CONTENT STATEMENTS:**

1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.
2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.

### **TOPIC: FUNDAMENTALS OF ECONOMICS**

Productive resources are limited and allocated in a variety of different ways. An efficient way to allocate productive resources is through markets.

#### **CONTENT STATEMENTS:**

3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.
4. Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.
5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.
6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

### **TOPIC: GOVERNMENT AND THE ECONOMY**

The health of a nation's economy is influenced by governmental policy. Fiscal policy can be used to spur economic growth. Monetary policy can be used to moderate fluctuations in the business cycle.

#### **CONTENT STATEMENTS:**

7. A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.
8. Economic policy decisions made by governments result in both intended and unintended consequences.

### **TOPIC: GLOBAL ECONOMY**

Global issues and events influence economic activities.

#### **CONTENT STATEMENTS:**

9. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.
10. Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.

### **TOPIC: WORKING AND EARNING**

Employment provides a means of creating personal income.

**CONTENT STATEMENTS:**

11. Income is determined by many factors including individual skills and abilities, work ethic and market conditions.
12. Employee earning statements include information about gross wages, benefits, taxes and other deductions.

**TOPIC: FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT**

Responsible personal finance decisions are based upon reliable information and used to reach personal goals.

**CONTENT STATEMENTS:**

13. Financial decision-making involves considering alternatives by examining costs and benefits.
14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.
15. Different payment methods have advantages and disadvantages.

**TOPIC: SAVING AND INVESTING**

Saving and investing strategies help individuals achieve personal financial goals.

**CONTENT STATEMENTS:**

16. Saving and investing help to build wealth.
17. Savings can serve as a buffer against economic hardship.
18. Different costs and benefits are associated with saving and investing alternatives.
19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.

**TOPIC: CREDIT AND DEBT**

Credit and debt can be used to achieve personal financial goals.

**CONTENT STATEMENTS:**

20. There are costs and benefits associated with various sources of credit available from different types of financial institutions.
21. Credit and debt can be managed to maintain credit worthiness.
22. Consumer protection laws provide financial safeguards.

**TOPIC: RISK MANAGEMENT**

There are various strategies to help protect personal assets and wealth.

**CONTENT STATEMENTS:**

23. Property and liability insurance protect against risks associated with use of property.
24. Health, disability and life insurance protect against risks associated with increased expenses and loss of income.
25. Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.

## **Course Syllabus: Modern World History**

Theme: This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### **TOPIC: HISTORICAL THINKING AND SKILLS**

Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

#### **CONTENT STATEMENTS:**

1. Historical events provide opportunities to examine alternative courses of action.
2. The use of primary and secondary sources of information includes an examination of the credibility of each source.
3. Historians develop theses and use evidence to support or refute positions.
4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

### **TOPIC: AGE OF ENLIGHTENMENT (1600-1800)**

The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.

#### **CONTENT STATEMENTS:**

5. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.
6. Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.
7. Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.

### **TOPIC: AGE OF REVOLUTIONS (1750-1914)**

The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.

#### **CONTENT STATEMENTS:**

8. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.
9. Industrialization had social, political and economic effects on Western Europe and the world.

### **TOPIC: IMPERIALISM (1800-1914)**

The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.

#### **CONTENT STATEMENTS:**

10. Imperial expansion had political, economic and social roots.
11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.
12. The consequences of imperialism were viewed differently by the colonizers and the colonized.

### **TOPIC: ACHIEVEMENTS AND CRISES (1900-1945)**

The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. While World War II transformed the balance of world power, it was the most destructive and costly war in terms of human casualties and material resources expended.

#### **CONTENT STATEMENTS:**

13. Advances in technology, communication and transportation improved lives, but also had negative consequences.
14. The causes of World War I included militarism, imperialism, nationalism and alliances.
15. The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.
16. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.
17. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

### **TOPIC: THE COLD WAR (1945-1991)**

Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.

#### **CONTENT STATEMENTS:**

18. The United States and the Soviet Union became superpowers and competed for global influence.
19. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.
20. Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.
21. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.
22. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

### **TOPIC: GLOBALIZATION (1991-PRESENT)**

The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.

#### **CONTENT STATEMENTS:**

23. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.
24. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.
25. Political and cultural groups have struggled to achieve self-governance and self-determination.
26. Emerging economic powers and improvements in technology have created a more interdependent global economy.
27. Proliferation of nuclear weapons has created a challenge to world peace.
28. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.
29. Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.



## Course Syllabus: World Geography

Theme: This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.

### TOPIC: SPATIAL THINKING AND SKILLS

The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.

#### CONTENT STATEMENTS:

1. Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.
2. Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.

### TOPIC: ENVIRONMENT AND SOCIETY

Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.

#### CONTENT STATEMENTS:

3. Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).
4. Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as heat source and using extra insulation to retain heat).
5. Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).
6. There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense).
7. Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).

### TOPIC: MOVEMENT

People interact with other people, places, and things every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment.

#### CONTENT STATEMENTS:

8. Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).
9. Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).



10. Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affects stock markets in different countries).

#### **TOPIC: REGION**

A region is an area on the earth's surface that is defined by certain unifying characteristics which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.

#### **CONTENT STATEMENTS:**

11. Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).
12. The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).
13. There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).
14. Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).

#### **TOPIC: HUMAN SETTLEMENT**

People live in settlements which vary in size, composition, location, arrangement, and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.

#### **CONTENT STATEMENTS:**

15. Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).
16. Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves).

#### **TOPIC: GLOBALIZATION**

The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.

#### **CONTENT STATEMENTS:**

17. Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).
18. Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity).
19. Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access).