

Cleveland Heights-University Heights City School District

K-12 SOCIAL STUDIES

GRADED COURSE OF STUDY

K-10

August 23, 2004

Deborah S. Delisle
Superintendent of Schools

STATEMENT OF APPROVAL

THIS COURSE OF STUDY HAS BEEN EXAMINED BY THE CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS BOARD OF EDUCATION.

THE DOCUMENT WAS FORMALLY APPROVED FOR ADOPTION BY THE BOARD OF EDUCATION ON AUGUST 23, 2004.

RESOLUTION #04-08-148



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DISTRICT PHILOSOPHY

PHILOSOPHY OF EDUCATION

The educational organization, administration, development and programs within our school system are to be guided by the following premises:

1. All children are entitled to a public education that will encourage the fullest development of their individual talents.
2. Learning is essential to individual independence and the general welfare of the changing American society.
3. Effective learning develops both intellectual and emotional qualities and is for action; its proper evaluation lies in the quality of resultant activity, not mere response.
4. Organized education, a deployment of human and material resources as means toward learning, implies learning for all -
- students, teachers, administrators -- at different levels of understanding and maturity.
5. Organized education is at its best when graced with experimental attitudes and dedicated to the proposition that all issues between organization and learning shall be resolved in favor of learning.
6. All rewards and penalties adopted in the organization of education become legitimate only insofar as they assist learning.
7. For purposes of learning and growth, internal motivations are more valuable than the external, such as, grades and competition.

The primary people in our school system are first, the students, and next, the teachers. Accordingly, they will be given primary consideration in any action taken by the Board of Education.

Our school system will provide training in the basic skills.

Our school system should provide a framework in which basic problem-solving and personal adjustment methods can be learned in an orderly, phased, and wholly accessible manner.

Our school system should educate toward both responsibility and responsiveness. It should provide greatly enriched conditions for individual growth in self-awareness, in a larger social awareness, and in controlled and meaningful response both to inner and outer influences. It should strive to heighten the developing student's appreciation of the cultural and individual diversity within the human family, and improve his/her skill in working harmoniously and creatively with that diversity, since this is a rich resource for innovative and successful growth.

A major effort of the teaching-learning process should be the early development of positive self-assurance and the continuing development of individual potential to deal with a changing society, to think rationally and creatively, to be independent and productive, and to choose rewarding life activities. Thinking, creativity, independence, productivity, and activity are also characterized by individual differences. Yet they must meet external requirements, and these change with the changing society.

*Ohio Administrative Code 3301-35-02

Approved by Board of Education February 9, 1970

Revised by Board of Education January 31, 1977

Re-adopted by Board of Education January 3, 1978; March 14, 1983;

December 11, 1989

Introduction

The social studies course of study parallels the new Ohio content standards providing 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.

- **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.

Social Studies Skills and Methods are 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

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.

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.

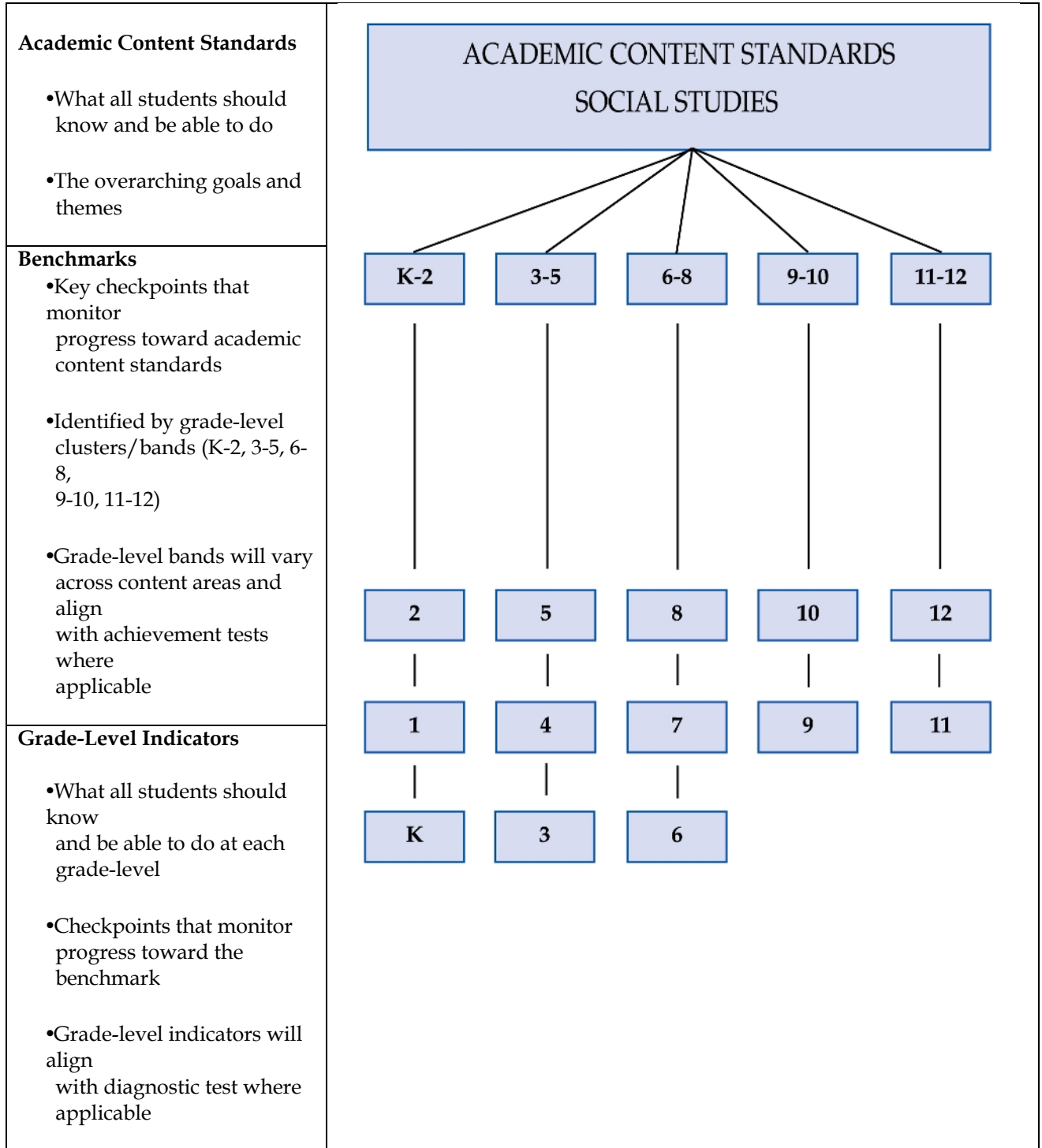
Citizenship Rights and Responsibilities

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.

Academic Content Standards Framework: Social Studies K-12



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.

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.

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.

Social Studies Benchmarks

Scope and Sequence

By the end of the K-2 program:

History	People in Societies
<p>A. Use a calendar to determine the day, week, month and year.</p> <p>B. Place events in correct order on a time line.</p> <p>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.</p> <p>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.</p>	<p>A. Identify practices and products of diverse cultures.</p> <p>B. Identify ways that different cultures within the United States and the world have shaped our national heritage.</p>

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

Social Studies Benchmarks

Scope and Sequence

By the end of the K-2 program:

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.

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.

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).

*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.

Social Studies Skills and Methods

*Obtaining
Information*

1. Listen for information.

*Thinking and
Organizing*

2. Sort objects or pictures according to appropriate criteria.

3. Compare similarities and differences among objects or pictures.

*Communicating
Information*

4. Communicate information.

Problem Solving

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

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.

Geography

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.

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.

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.

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 Problem Solving

5. Communicate information orally or visually.

6. Display courtesy and respect for others in group settings including:

- a. Staying on the topic;
- b. Focusing attention on the speaker.

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.
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).

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.
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.

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

- | | |
|------------------------------------|--|
| <i>Participation</i> | <ol style="list-style-type: none">1. Demonstrate skills and explain the benefits of cooperation when working in group settings:<ol style="list-style-type: none">a. Manage conflict peacefully;b. Display courtesy;c. Respect others. |
| <i>Rights and Responsibilities</i> | <ol style="list-style-type: none">2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).3. Demonstrate citizenship traits including:<ol style="list-style-type: none">a. Honesty;b. Self-assurance;c. Respect for the rights of others;d. Persistence;e. Patriotism. |

Social Studies Skills and Methods

- | | |
|----------------------------------|--|
| <i>Obtaining Information</i> | <ol style="list-style-type: none">1. Obtain information from oral, visual and print sources.
2. Identify sources used to gather information:<ol style="list-style-type: none">a. People;b. Printed materials;c. Electronic sources. |
| <i>Thinking and Organizing</i> | <ol style="list-style-type: none">3. Predict the next event in a sequence.4. Distinguish the difference between fact and fiction in oral, visual and print materials. |
| <i>Communicating Information</i> | <ol style="list-style-type: none">5. Communicate information in writing. |
| <i>Problem Solving</i> | <ol style="list-style-type: none">6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups. |

Social Studies Benchmarks

Scope and Sequence

By the end of the 3-5 program:

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

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

Social Studies Benchmarks

Scope and Sequence

By the end of the 3-5 program:

Government	Citizenship Rights and Responsibilities
<p>A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.</p> <p>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.</p>	<p>A. Explain how citizens take part in civic life in order to promote the common good.</p> <p>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</p>

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

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.
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.

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.

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.

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.
3. Explain the reasons people came to Ohio including:
- Opportunities in agriculture, mining and manufacturing;
 - Family ties;
 - 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.

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;
 - 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.

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.

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.

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:

- 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.

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:
 - 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.
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.
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.

Social Studies Benchmarks

Scope and Sequence

By the end of the 6-8 program:

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

Social Studies Benchmarks

Scope and Sequence

By the end of the 6-8 program:

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

Government	Citizenship Rights and Responsibilities
<p>A. Explain why people institute governments, how they influence governments, and how governments interact with each other.</p> <p>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.</p> <p>C. Compare the defining characteristics of democracies, monarchies and dictatorships.</p>	<p>A. Show the relationship between civic participation and attainment of civic and public goals.</p> <p>B. Identify historical origins that influenced the rights U.S. citizens have today.</p>

Social Studies Benchmarks

Scope and Sequence

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.

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:
 - 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.

*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.
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.

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.

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:
 - 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.

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.
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.

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.

People in Societies

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.
3. Give examples of contacts among different cultures that led to the changes in

Diffusion

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

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.

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.

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.

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;
 - 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.
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.

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.
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.
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.

Social Studies Benchmarks

Scope and Sequence

By the end of the 9-10 program:

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

Geography	Economics
<p>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.</p> <p>B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.</p> <p>C. Analyze the patterns and processes of movement of people, products and ideas.</p>	<p>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.</p> <p>B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.</p>

Social Studies Benchmarks

Scope and Sequence

By the end of the 9-10 program:

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

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

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.

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.
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.

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.

Geography

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.

Economics

Markets

1. Describe costs and benefits of trade with regard to:
 - a. Standard of living;
 - b. Productive capacity;
 - c. Usage of productive resource
 - 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.

*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.
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.

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;
 - 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.
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.

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.

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.

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.