

ADOPTED JUNE 2010

Ohio's New Learning Standards:

# Social Studies Standards

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# Introduction to Ohio's New Learning Standards: K–12 Social Studies

The State Board of Education approved Ohio's revised *Academic Content Standards: Pre-K-12 Social Studies* in June 2010. These are currently known as *Ohio's New Learning Standards: K-12 Social Studies*. This action was taken to comply with the requirements of Amended Substitute House Bill 1 (2009) to update the previous version of the standards which had been in place since 2002. The approval of the 2010 standards was the culmination of a year and a half of work by the Ohio Department of Education (ODE) with input from educational stakeholders and content experts.

The revision process focused on five primary goals. The newly revised standards were to communicate the most essential concepts and skills. They were to be more manageable for teachers and allow teachers to elicit a greater depth of understanding on the part of students. There was also to be a clear progression of content from grade to grade. Course syllabi were to be developed for high school courses. And finally, the revised standards were to be designed to meet the needs of students in the 21<sup>st</sup> century.

The first goal, to identify the most essential concepts and skills, was accomplished with input from many individuals and groups. These included a discussion group of teachers representing the diversity of Ohio's school districts and regions of the state; an advisory committee representing Ohio social studies stakeholder groups; a working group consisting of teachers, professors, and curriculum supervisors; in-depth reviews conducted by national content experts; numerous focus groups; and multiple opportunities for online review by the public. The advice received helped to frame the content of the standards.

The second goal was for the revised standards to be more manageable for teachers and to allow students to develop a greater depth of understanding. Consequently, the seven standards in the 2002 document were condensed to four strands. Manageability was also achieved by reducing the breadth of content that is to be taught at each grade level, allowing for teaching content in greater depth.

A third goal was for a clear progression from grade to grade. One of the tasks of the working group was to check for horizontal and vertical alignment. Horizontal alignment refers to the linkages among the strands at a particular grade level. Vertical alignment includes the progression of a set of related content statements from one grade level to the next.

A fourth goal was to create course syllabi for high school courses as stipulated in Am. Sub. H. B. 1. Stakeholder groups assisted the department in identifying six courses for which syllabi were created:

- American History
- Modern World History
- American Government
- Economics and Financial Literacy
- Contemporary World Issues
- World Geography

Syllabi are organized around topics rather than strands, as seen in grades kindergarten through eight, and do not specify grade levels. The inclusion of particular courses in the revised standards is not meant to require that all of these must be offered (except American History and American Government which are specified as graduation requirements) or to limit the choice of additional courses which districts may choose to offer in their social studies programs.

The final goal was to have the standards meet the needs of students in the 21<sup>st</sup> century. The revised standards include many of the skills from the 2002 Social Studies Skills and Methods standard, as well as some skills aligned to the *Framework for 21<sup>st</sup> Century Learning* from The Partnership for 21<sup>st</sup> Century Skills ([www.p21.org](http://www.p21.org)). Skills topics include:

- Historical Thinking and Skills;
- Spatial Thinking and Skills;
- Civic Participation and Skills;
- Economic Decision Making and Skills; and
- Financial Literacy.

*Ohio's New Learning Standards: K-12 Social Studies* address the challenges of Am. Sub. H. B. 1. Their clarity and progression through the grades makes them coherent and manageable. Their focus on essential concepts and skills allows for instruction with greater rigor. They point out a new direction for social studies in Ohio.

## Philosophy and Guiding Assumptions

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

### PHILOSOPHY OF OHIO'S NEW LEARNING STANDARDS: K-12 SOCIAL STUDIES

Ohio's social studies content standards incorporate history, geography, government and economics in order to prepare students to be participating citizens. Specifically, social studies:

- Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good;
- Prepares students for their role as citizens and decision makers in a diverse, democratic society;

- Enables students to learn about significant people, places, events and issues in the past in order to understand the present; and
- Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resources.

### GUIDING ASSUMPTIONS FOR OHIO'S NEW LEARNING STANDARDS: K-12 SOCIAL STUDIES

Ohio's social studies content standards:

- Set high expectations and provide strong support for social studies achievement by all students;
- Represent the social studies knowledge and skills needed to make a successful transition to post- secondary education, the workplace and civic life;
- Are informed by national standards documents;
- Balance knowledge, conceptual understanding and skill development;
- Address significant understandings that are the basis for sound decision-making as citizens;
- Focus on important social studies topics;
- Represent a rigorous progression across grades and in-depth study within each grade;
- Serve as the basis for classroom and statewide assessments; and
- Guide the development of local social studies curricula and instructional programs.

## How to Read Ohio's New Learning Standards: K-12 Social Studies

### KINDERGARTEN – GRADE EIGHT

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

#### STRANDS

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

#### THEMES

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

Example in Grade Two: People Working Together

#### TOPICS

The different aspects of content within a strand

Example in Geography: *Human Systems*

#### CONTENT STATEMENTS

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

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

### HIGH SCHOOL

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

- American History
- Modern World History
- American Government
- Economics and Financial Literacy
- Contemporary World Issues
- World Geography

Each course contains a theme and broad topics which are further clarified with content statements. Grade levels are not specified for any of the courses. The syllabi are available for districts to use as they plan course offerings.

### STRAND DEFINITIONS – K–8 SOCIAL STUDIES

#### HISTORY

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

#### GEOGRAPHY

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world. Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

#### GOVERNMENT

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare. They use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

#### ECONOMICS

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

## SKILLS TOPIC DESCRIPTIONS — K-8 SOCIAL STUDIES

One of the primary goals of standards revision was to develop an integrated system of standards, model curricula and assessments that meets the needs of students in the 21<sup>st</sup> century. As a participating member of the Partnership for 21<sup>st</sup> Century Skills ([www.p21.org](http://www.p21.org)), Ohio has worked to integrate many of the skills from the *Framework for 21<sup>st</sup> Century Learning* directly into the new standards. These include civic literacy, financial and economic literacy and global awareness. Links to other 21<sup>st</sup>-century skills such as problem solving, communication, media literacy and leadership are further developed in the model curriculum. The new standards also include many of the skills previously encompassed by the Social Studies Skills and Methods standard.

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

## Tools to Help Implement Ohio's New Learning Standards: K-12 Social Studies

Tools are available to educators to help them implement Ohio's social studies content standards. All of these tools can be found on the Ohio Department of Education web site under *Ohio's New Learning Standards: K-12 Social Studies*. These tools include:

- Introduction to Social Studies Standards Part 1 (MP4)
- Introduction to Social Studies Standards Part 2 (MP4)
- Social Studies K – 8 Crosswalk (PDF)
- Social Studies High School Crosswalk (PDF)
- Using the Crosswalk (MP4)
- Screencast: Introduction to Ohio's Model Curriculum for Social Studies
- Social Studies K – 8 Comparative Analysis (PDF)
- Unit Organizer (Word)
- Focus One: TPD Meeting (PPT)
- Focus Two: TPD Meeting (PPT)
- Vertical Alignment Chart (PDF)
- Gap Analysis
- Implementation Tools

These tools can be used for professional development and planning. Additional resources may be added as the web site is updated.



# Social Studies Standards: Kindergarten – Grade 8

**Note:** In 2012, the Office of Early Learning and School Readiness developed the Early Learning Content Standards, which includes Pre-Kindergarten. The Pre-Kindergarten standards for social studies can now be found in that document.

## HOW TO READ OHIO'S NEW LEARNING STANDARDS: K-8 SOCIAL STUDIES

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

### STRANDS

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

### THEMES

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

### TOPICS

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

### CONTENT STATEMENTS

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

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

## 21<sup>ST</sup>-CENTURY SKILLS

The 2010 standards are designed to include the essential concepts and skills to allow for instruction that fosters deeper understanding. The social studies standards directly address the 21<sup>st</sup>-century skills of civic literacy, financial and economic literacy and global awareness. Links to other 21<sup>st</sup>-century skills such as problem solving, communication, media literacy and leadership are more fully developed in the model curriculum. The model curriculum provides instructional support including content elaborations, expectations for learning, instructional strategies, instructional resources, connections and essential questions.



## GRADE THEME DESCRIPTIONS: KINDERGARTEN–GRADE 8

GRADE	THEME
K	<b>A Child's Place in Time and Space</b> The kindergarten year is the time for children to begin to form concepts about the world beyond their own classroom and communities. Culture, heritage and democratic principles are explored, building upon the foundation of the classroom experience. Children deepen their learning about themselves and begin to form an understanding of roles, responsibility for actions and decision making in the context of the group setting.
1	<b>Families Now and Long Ago, Near and Far</b> 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 foundation for understanding principles of government and their roles as citizens.
2	<b>People Working Together</b> Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago. They use biographies, primary sources and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.
3	<b>Communities: Past and Present, Near and Far</b> The local community serves as the focal point for third grade as students begin to understand how their communities have changed over time and to make comparisons with communities in other places. The study of local history comes alive through the use of artifacts and documents. They also learn how communities are governed and how the local economy is organized.
4	<b>Ohio in the United States</b> The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.
5	<b>Regions and People of the Western Hemisphere</b> In grade five, students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.
6	<b>Regions and People of the Eastern Hemisphere</b> In grade six, students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.
7	<b>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</b> The seventh grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.
8	<b>U.S. Studies from 1492 to 1877: Exploration through Reconstruction</b> The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.

## SKILLS TOPIC DESCRIPTIONS: KINDERGARTEN–GRADE 8

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

## SKILLS TOPIC DESCRIPTIONS: KINDERGARTEN–GRADE 8

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

## Kindergarten

### THEME: A CHILD'S PLACE IN TIME AND SPACE

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

<b>TOPIC:</b>	<b>HISTORICAL THINKING AND SKILLS</b>	<b>HERITAGE</b>
<b>HISTORY STRAND</b>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>1. Time can be measured.</li> <li>2. Personal history can be shared through stories and pictures.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>3. Heritage is reflected through the arts, customs, traditions, family celebrations and language.</li> <li>4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.</li> </ol>
	<b>TOPIC:</b>	<b>SPATIAL THINKING AND SKILLS</b>
<b>GEOGRAPHY STRAND</b>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.</li> <li>6. Models and maps represent places.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.</li> <li>8. Individuals are unique but share common characteristics of multiple groups.</li> </ol>
	<b>TOPIC:</b>	<b>CIVIC PARTICIPATION AND SKILLS</b>
<b>GOVERNMENT STRAND</b>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</li> </ol>
	<b>TOPIC:</b>	<b>SCARCITY</b>
<b>ECONOMICS STRAND</b>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>11. People have many wants and make decisions to satisfy those wants. These decisions impact others.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>12. Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.</li> </ol>

## Grade One

### THEME: 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 foundation for understanding principles of government and their roles as citizens.

HISTORY STRAND	<b>TOPIC:</b> HISTORICAL THINKING AND SKILLS	<b>HERITAGE</b>		
	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>1. Time can be divided into categories (e.g., months of the year, past, present and future).</li> <li>2. Photographs, letters, artifacts and books can be used to learn about the past.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>3. The way basic human needs are met has changed over time.</li> </ol>		
GEOGRAPHY STRAND	<b>TOPIC:</b> SPATIAL THINKING AND SKILLS	<b>PLACES AND REGIONS</b>	<b>HUMAN SYSTEMS</b>	
	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>4. Maps can be used to locate and identify places.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>6. Families interact with the physical environment differently in different times and places.</li> <li>7. Diverse cultural practices address basic human needs in various ways and may change over time.</li> </ol>	
GOVERNMENT STRAND	<b>TOPIC:</b> CIVIC PARTICIPATION AND SKILLS	<b>RULES AND LAWS</b>		
	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>8. Individuals are accountable for their actions.</li> <li>9. Collaboration requires group members to respect the rights and opinions of others.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</li> </ol>		
ECONOMICS STRAND	<b>TOPIC:</b> SCARCITY	<b>PRODUCTION AND CONSUMPTION</b>	<b>MARKETS</b>	<b>FINANCIAL LITERACY</b>
	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>12. People produce and consume goods and services in the community.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>13. People trade to obtain goods and services they want.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>14. Currency is used as a means of economic exchange.</li> </ol>

## Grade Two

### THEME: PEOPLE WORKING TOGETHER

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

	<b>TOPIC:</b>	<b>HISTORICAL THINKING AND SKILLS</b>	<b>HERITAGE</b>			
<b>HISTORY STRAND</b>	<b>Content Statements:</b>		<b>Content Statements:</b>			
	<ol style="list-style-type: none"> <li>1. Time can be shown graphically on calendars and timelines.</li> <li>2. Change over time can be shown with artifacts, maps, and photographs.</li> </ol>		<ol style="list-style-type: none"> <li>3. Science and technology have changed daily life.</li> <li>4. Biographies can show how peoples' actions have shaped the world in which we live.</li> </ol>			
	<b>TOPIC:</b>	<b>SPATIAL THINKING AND SKILLS</b>	<b>PLACES AND REGIONS</b>		<b>HUMAN SYSTEMS</b>	
<b>GEOGRAPHY STRAND</b>	<b>Content Statement:</b>		<b>Content Statement:</b>		<b>Content Statements:</b>	
	<ol style="list-style-type: none"> <li>5. Maps and their symbols can be interpreted to answer questions about location of places.</li> </ol>	<ol style="list-style-type: none"> <li>6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.</li> </ol>	<ol style="list-style-type: none"> <li>7. Human activities alter the physical environment, both positively and negatively.</li> <li>8. Cultures develop in unique ways, in part through the influence of the physical environment.</li> <li>9. Interactions among cultures lead to sharing ways of life.</li> </ol>			
	<b>TOPIC:</b>	<b>CIVIC PARTICIPATION AND SKILLS</b>		<b>RULES AND LAWS</b>		
<b>GOVERNMENT STRAND</b>	<b>Content Statements:</b>			<b>Content Statement:</b>		
	<ol style="list-style-type: none"> <li>10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.</li> <li>11. Groups are accountable for choices they make and actions they take.</li> </ol>			<ol style="list-style-type: none"> <li>12. There are different rules that govern behavior in different settings.</li> </ol>		
	<b>TOPIC:</b>	<b>ECONOMIC DECISION MAKING AND SKILLS</b>	<b>SCARCITY</b>	<b>PRODUCTION AND CONSUMPTION</b>	<b>MARKETS</b>	<b>FINANCIAL LITERACY</b>
<b>ECONOMICS STRAND</b>	<b>Content Statement:</b>		<b>Content Statement:</b>	<b>Content Statement:</b>	<b>Content Statement:</b>	<b>Content Statement:</b>
	<ol style="list-style-type: none"> <li>13. Information displayed on bar graphs can be used to compare quantities.</li> </ol>	<ol style="list-style-type: none"> <li>14. Resources can be used in various ways.</li> </ol>	<ol style="list-style-type: none"> <li>15. Most people around the world work in jobs in which they produce specific goods and services.</li> </ol>	<ol style="list-style-type: none"> <li>16. People use money to buy and sell goods and services.</li> </ol>	<ol style="list-style-type: none"> <li>17. People earn income by working.</li> </ol>	

## Grade Three

### THEME: COMMUNITIES: PAST AND PRESENT, NEAR AND FAR

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

<b>TOPIC:</b>	<b>HISTORICAL THINKING AND SKILLS</b>		<b>HERITAGE</b>
<b>HISTORY STRAND</b>	<b>Content Statements:</b>		<b>Content Statement:</b>
	<ol style="list-style-type: none"> <li>1. Events in local history can be shown on timelines organized by years, decades and centuries.</li> <li>2. Primary sources such as artifacts, maps and photographs can be used to show change over time.</li> </ol>	<ol style="list-style-type: none"> <li>3. Local communities change over time.</li> </ol>	
<b>TOPIC:</b>	<b>SPATIAL THINKING AND SKILLS</b>	<b>PLACES AND REGIONS</b>	<b>HUMAN SYSTEMS</b>
<b>GEOGRAPHY STRAND</b>	<b>Content Statement:</b>	<b>Content Statement:</b>	<b>Content Statements:</b>
	<ol style="list-style-type: none"> <li>4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.</li> </ol>	<ol style="list-style-type: none"> <li>5. Daily life is influenced by the agriculture, industry and natural resources in different communities.</li> </ol>	<ol style="list-style-type: none"> <li>6. Evidence of human modification of the environment can be observed in the local community.</li> <li>7. Systems of transportation and communication move people, products and ideas from place to place.</li> <li>8. Communities may include diverse cultural groups.</li> </ol>
<b>TOPIC:</b>	<b>CIVIC PARTICIPATION AND SKILLS</b>	<b>RULES AND LAWS</b>	<b>ROLES AND SYSTEMS OF GOVERNMENT</b>
<b>GOVERNMENT STRAND</b>	<b>Content Statements:</b>		<b>Content Statements:</b>
	<ol style="list-style-type: none"> <li>9. Members of local communities have social and political responsibilities.</li> <li>10. Individuals make the community a better place by solving problems in a way that promotes the common good.</li> </ol>	<ol style="list-style-type: none"> <li>11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.</li> </ol>	<ol style="list-style-type: none"> <li>12. Governments have authority to make and enforce laws.</li> <li>13. The structure of local governments may differ from one community to another.</li> </ol>



## GRADE THREE: COMMUNITIES: PAST AND PRESENT, NEAR AND FAR

TOPIC:	ECONOMIC DECISION MAKING AND SKILLS	SCARCITY	PRODUCTION AND CONSUMPTION	MARKETS	FINANCIAL LITERACY
ECONOMICS STRAND	<b>Content Statements:</b>	<b>Content Statement:</b>	<b>Content Statement:</b>	<b>Content Statement:</b>	<b>Content Statements:</b>
	<p>14. Line graphs are used to show changes in data over time.</p> <p>15. Both positive and negative incentives affect people's choices and behaviors.</p>	<p>16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.</p>	<p>17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.</p>	<p>18. A market is where buyers and sellers exchange goods and services.</p>	<p>19. Making decisions involves weighing costs and benefits.</p> <p>20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.</p>

## Grade Four

### THEME: OHIO IN THE UNITED STATES

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

TOPIC:	HISTORICAL THINKING AND SKILLS	HERITAGE
<b>HISTORY STRAND</b>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>1. The order of significant events in Ohio and the United States can be shown on a timeline.</li> <li>2. Primary and secondary sources can be used to create historical narratives.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.</li> <li>4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.</li> <li>5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.</li> <li>6. The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.</li> <li>7. Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.</li> <li>8. Many technological innovations that originated in Ohio benefited the United States.</li> </ol>

## GRADE FOUR: OHIO IN THE UNITED STATES

GEOGRAPHY STRAND	<b>TOPIC:</b> SPATIAL THINKING AND SKILLS	<b>PLACES AND REGIONS</b>	<b>HUMAN SYSTEMS</b>
	<p><b>Content Statement:</b></p> <p>9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.</p>	<p><b>Content Statement:</b></p> <p>10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.</p> <p>11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.</p>	<p><b>Content Statements:</b></p> <p>12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.</p> <p>13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.</p> <p>14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.</p>
GOVERNMENT STRAND	<b>TOPIC:</b> CIVIC PARTICIPATION AND SKILLS	<b>RULES AND LAWS</b>	<b>ROLES AND SYSTEMS OF GOVERNMENT</b>
	<p><b>Content Statements:</b></p> <p>15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.</p> <p>16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.</p> <p>17. Effective participants in a democratic society engage in compromise.</p>	<p><b>Content Statements:</b></p> <p>18. Laws can protect rights, provide benefits and assign responsibilities.</p> <p>19. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.</p>	<p><b>Content Statements:</b></p> <p>20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.</p> <p>21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p>
ECONOMICS STRAND	<b>TOPIC:</b> ECONOMIC DECISION MAKING AND SKILLS	<b>PRODUCTION AND CONSUMPTION</b>	<b>FINANCIAL LITERACY</b>
	<p><b>Content Statement:</b></p> <p>22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).</p>	<p><b>Content Statement:</b></p> <p>23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.</p>	<p><b>Content Statement:</b></p> <p>24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.</p>

## Grade Five

### THEME: REGIONS AND PEOPLE OF THE WESTERN HEMISPHERE

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

TOPIC:	HISTORICAL THINKING AND SKILLS	EARLY CIVILIZATIONS	HERITAGE
HISTORY STRAND	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>Multiple-tier timelines can be used to show relationships among events and places.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.</li> </ol>
	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.</li> <li>Latitude and longitude can be used to make observations about location and generalizations about climate.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.</li> <li>American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.</li> <li>Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.</li> <li>The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.</li> </ol>
TOPIC:	SPATIAL THINKING AND SKILLS	PLACES AND REGIONS	HUMAN SYSTEMS
GEOGRAPHY STRAND	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.</li> <li>Latitude and longitude can be used to make observations about location and generalizations about climate.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.</li> <li>American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.</li> <li>Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.</li> <li>The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.</li> </ol>

## GRADE FIVE: REGIONS AND PEOPLE OF THE WESTERN HEMISPHERE

TOPIC:	CIVIC PARTICIPATION AND SKILLS	ROLES AND SYSTEMS OF GOVERNMENT				
GOVERNMENT STRAND	<b>Content Statement:</b>		<b>Content Statement:</b>			
	11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.		12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.			
TOPIC:	ECONOMIC DECISION MAKING AND SKILLS	SCARCITY	PRODUCTION AND CONSUMPTION	MARKETS	FINANCIAL LITERACY	
ECONOMIC STRAND	<b>Content Statements:</b>		<b>Content Statement:</b>	<b>Content Statement:</b>	<b>Content Statement:</b>	<b>Content Statement:</b>
	13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.  14. The choices people make have both present and future consequences.		15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.	16. The availability of productive resources and the division of labor impact productive capacity.	17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.	18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

## Grade Six

### THEME: REGIONS AND PEOPLE OF THE EASTERN HEMISPHERE

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

TOPIC:	HISTORICAL THINKING AND SKILLS	EARLY CIVILIZATIONS	
HISTORY STRAND	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</li> </ol>	
TOPIC:	SPATIAL THINKING AND SKILLS	PLACES AND REGIONS	HUMAN SYSTEMS
GEOGRAPHY STRAND	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</li> <li>4. Latitude and longitude can be used to identify absolute location.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.</li> <li>7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</li> <li>8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).</li> </ol>

## GRADE SIX: REGIONS AND PEOPLE OF THE EASTERN HEMISPHERE

TOPIC:	CIVIC PARTICIPATION AND SKILLS	ROLES AND SYSTEMS OF GOVERNMENT				
GOVERNMENT STRAND	<p><b>Content Statement:</b></p> <p>9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.</p>		<p><b>Content Statement:</b></p> <p>10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.</p>			
	TOPIC:	ECONOMIC DECISION MAKING AND SKILLS	SCARCITY	MARKETS	FINANCIAL LITERACY	
ECONOMICS STRAND	<p><b>Content Statements:</b></p> <p>11. Economists compare data sets to draw conclusions about relationships among them.</p> <p>12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</p>		<p><b>Content Statements:</b></p> <p>13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.</p> <p>14. When regions and/or countries specialize, global trade occurs.</p>		<p><b>Content Statement:</b></p> <p>15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.</p>	<p><b>Content Statement:</b></p> <p>16. When selecting items to buy, individuals can compare the price and quality of available goods and services.</p>



## Grade Seven

### THEME: WORLD STUDIES FROM 750 B.C. TO 1600 A.D.: ANCIENT GREECE TO THE FIRST GLOBAL AGE

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

TOPIC:	HISTORICAL THINKING AND SKILLS	EARLY CIVILIZATIONS	FEUDALISM AND TRANSITIONS	FIRST GLOBAL AGE
HISTORY STRAND	<p><b>Content Statement:</b></p> <p>1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.</p>	<p><b>Content Statement:</b></p> <p>2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</p>	<p><b>Content Statements:</b></p> <p>3. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.</p> <p>4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.</p> <p>5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.</p> <p>6. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.</p> <p>7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.</p>	<p><b>Content Statements:</b></p> <p>8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.</p> <p>9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.</p> <p>10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.</p> <p>11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.</p>

## GRADE SEVEN: WORLD STUDIES FROM 750 B.C. TO 1600 A.D.: ANCIENT GREECE TO THE FIRST GLOBAL AGE

<b>GEOGRAPHY STRAND</b>	<b>TOPIC:</b> SPATIAL THINKING AND SKILLS	<b>HUMAN SYSTEMS</b>	
	<p><b>Content Statement:</b></p> <p>12. Maps and other geographic representations can be used to trace the development of human settlement over time.</p>	<p><b>Content Statements:</b></p> <p>13. Geographic factors promote or impede the movement of people, products and ideas.</p> <p>14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.</p> <p>15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</p>	
<b>GOVERNMENT STRAND</b>	<b>TOPIC:</b> CIVIC PARTICIPATION AND SKILLS	<b>ROLES AND SYSTEMS OF GOVERNMENT</b>	
	<p><b>Content Statement:</b></p> <p>16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p>	<p><b>Content Statements:</b></p> <p>17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.</p> <p>18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</p>	
<b>ECONOMICS STRAND</b>	<b>TOPIC:</b> ECONOMIC DECISION MAKING AND SKILLS	<b>SCARCITY</b>	<b>MARKETS</b>
	<p><b>Content Statement:</b></p> <p>19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p>	<p><b>Content Statement:</b></p> <p>20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p>	<p><b>Content Statement:</b></p> <p>21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p>

## Grade Eight

### THEME: U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION

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

TOPIC:	HISTORICAL THINKING AND SKILLS	COLONIZATION TO INDEPENDENCE	A NEW NATION	EXPANSION	CIVIL WAR AND RECONSTRUCTION
HISTORY STRAND	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</li> <li>3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.</li> <li>4. The practice of race- based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.</li> <li>5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.</li> <li>7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</li> <li>8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>9. The United States added to its territory through treaties and purchases.</li> <li>10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.</li> <li>12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</li> </ol>

## GRADE EIGHT: U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION

GEOGRAPHY STRAND	<b>TOPIC:</b> SPATIAL THINKING AND SKILLS	<b>HUMAN SYSTEMS</b>		
	<p><b>Content Statement:</b></p> <p>13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p>	<p><b>Content Statements:</b></p> <p>14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.</p> <p>15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p> <p>16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p> <p>17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.</p>		
GOVERNMENT STRAND	<b>TOPIC:</b> CIVIC PARTICIPATION AND SKILLS	<b>ROLES AND SYSTEMS OF GOVERNMENT</b>		
	<p><b>Content Statements:</b></p> <p>18. Participation in social and civic groups can lead to the attainment of individual and public goals.</p> <p>19. Informed citizens understand how media and communication technology influence public opinion.</p>	<p><b>Content Statements:</b></p> <p>20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.</p> <p>21. The U.S. Constitution protects citizens' rights by limiting the powers of government.</p>		
ECONOMICS STRAND	<b>TOPIC:</b> ECONOMIC DECISION MAKING AND SKILLS	<b>PRODUCTION AND CONSUMPTION</b>	<b>MARKETS</b>	<b>FINANCIAL LITERACY</b>
	<p><b>Content Statement:</b></p> <p>22. Choices made by individuals, businesses and governments have both present and future consequences.</p>	<p><b>Content Statement:</b></p> <p>23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.</p>	<p><b>Content Statement:</b></p> <p>24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p>	<p><b>Content Statement:</b></p> <p>25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.</p>

# Social Studies Standards: High School

Ohio's New Learning Standards: High School Social Studies contain syllabi for six high school social studies courses: American History, Modern World History, American Government, Economics and Financial Literacy, Contemporary World Issues and World Geography. Each contains a course theme and broad topics which are further clarified with content statements. Grade levels are not specified for any of the courses.

The syllabi, adopted by the State Board of Education in 2010, are available for districts to use as they plan course offerings. One-half unit of American history, one-half unit of American government and two units of social studies are required for graduation. End-of-course exams will be given in American History and American Government beginning in the 2014-2015 school year. The inclusion of particular courses in the standards is not meant to require that all of these courses be offered or limit the choice of courses which districts may offer in their social studies programs.

## HOW TO READ OHIO'S NEW LEARNING STANDARDS: HIGH SCHOOL

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

### THEMES

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

### TOPICS

The different aspects of content within a Theme

### CONTENT STATEMENTS

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

## 21<sup>ST</sup> CENTURY SKILLS

The new content standards directly address the 21<sup>st</sup> century skills of civic literacy, financial and economic literacy and global awareness. Links to other 21<sup>st</sup> century skills, such as problem solving, communication, media literacy and leadership, are more fully developed in the model curriculum. The model curriculum provides instructional support including content elaborations, expectations for learning, instructional strategies, instructional resources, connections and essential questions.

## COURSE SYLLABI

COURSE	THEME
<b>AMERICAN HISTORY</b>	This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.
<b>AMERICAN GOVERNMENT</b>	How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.
<b>MODERN WORLD HISTORY</b>	This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.
<b>ECONOMICS AND FINANCIAL LITERACY</b>	This course explores the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants. More specifically, it examines the ability of individuals to use knowledge and skills to manage limited financial resources effectively for a lifetime of financial security.
<b>CONTEMPORARY WORLD ISSUES</b>	The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components.  Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.
<b>WORLD GEOGRAPHY</b>	This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.

## Course Syllabus: American History

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

### TOPIC: HISTORICAL THINKING AND SKILLS

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

#### CONTENT STATEMENTS:

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

### TOPIC: HISTORIC DOCUMENTS

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

#### CONTENT STATEMENTS:

5. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.
6. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.

7. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.
8. The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.
9. The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States.

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

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

#### CONTENT STATEMENTS:

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



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

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

#### CONTENT STATEMENTS:

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

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

*The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.*

#### CONTENT STATEMENTS:

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

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

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

#### CONTENT STATEMENTS:

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

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

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

#### CONTENT STATEMENTS:

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

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

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

#### CONTENT STATEMENTS:

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

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

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

#### CONTENT STATEMENTS:

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

## Course Syllabus: American Government

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

### TOPIC: CIVIC INVOLVEMENT

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

#### CONTENT STATEMENTS:

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

### TOPIC: CIVIC PARTICIPATION AND SKILLS

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

#### CONTENT STATEMENTS:

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

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

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

#### CONTENT STATEMENTS:

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

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

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

#### CONTENT STATEMENTS:

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

### TOPIC: ROLE OF THE PEOPLE

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

#### CONTENT STATEMENTS:

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

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

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

#### CONTENT STATEMENTS:

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

### TOPIC: PUBLIC POLICY

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

#### CONTENT STATEMENTS:

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

### TOPIC: GOVERNMENT AND THE ECONOMY

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

#### CONTENT STATEMENTS:

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

## Course Syllabus: Modern World History

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

### TOPIC: HISTORICAL THINKING AND SKILLS

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

#### CONTENT STATEMENTS:

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

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

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

#### CONTENT STATEMENTS:

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

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

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

#### CONTENT STATEMENTS:

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

### TOPIC: IMPERIALISM (1800-1914)

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

#### CONTENT STATEMENTS:

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

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

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

**CONTENT STATEMENTS:**

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

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

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

**CONTENT STATEMENTS:**

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

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

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

**CONTENT STATEMENTS:**

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

## Course Syllabus: Economics and Financial Literacy

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

### TOPIC: ECONOMIC DECISION MAKING AND SKILLS

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

#### CONTENT STATEMENTS:

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

### TOPIC: FUNDAMENTALS OF ECONOMICS

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

#### CONTENT STATEMENTS:

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

### TOPIC: GOVERNMENT AND THE ECONOMY

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

#### CONTENT STATEMENTS:

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

### TOPIC: GLOBAL ECONOMY

*Global issues and events influence economic activities.*

#### CONTENT STATEMENTS:

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

### TOPIC: WORKING AND EARNING

Employment provides a means of creating personal income.

#### CONTENT STATEMENTS:

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



**TOPIC: FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT**

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

**CONTENT STATEMENTS:**

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

**TOPIC: SAVING AND INVESTING**

*Saving and investing strategies help individuals achieve personal financial goals.*

**CONTENT STATEMENTS:**

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

**TOPIC: CREDIT AND DEBT**

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

**CONTENT STATEMENTS:**

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

**TOPIC: RISK MANAGEMENT**

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

**CONTENT STATEMENTS:**

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

## Course Syllabus: Contemporary World Issues

**Theme:** The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.

### TOPIC: GLOBAL CONNECTIONS

*The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.*

#### CONTENT STATEMENTS:

1. Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.
2. Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.

### TOPIC: CIVIC PARTICIPATION AND SKILLS

*Individuals and groups have the capacity to engage with others to impact global issues.*

#### CONTENT STATEMENTS:

3. Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.
4. Individuals can assess how effective communicators address diverse audiences.
5. Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.
6. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.
7. Individuals can participate through non-governmental organizations to help address humanitarian needs.

### TOPIC: CIVIL AND HUMAN RIGHTS

*There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.*

#### CONTENT STATEMENTS:

8. Beliefs about civil and human rights vary among social and governmental systems.
9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.
10. Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.

**TOPIC: SUSTAINABILITY**

*An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.*

**CONTENT STATEMENTS:**

11. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.
12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.
13. International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.

**TOPIC: TECHNOLOGY**

*Technological advances present issues related to costs, distribution of benefits, ethical considerations, and intended and unintended consequences.*

**CONTENT STATEMENTS:**

14. The development and use of technology influences economic, political, ethical and social issues.
15. Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.

**TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY**

*The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.*

**CONTENT STATEMENTS:**

16. Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.
17. Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.
18. Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.

**TOPIC: THE GLOBAL ECONOMY**

*The global economy is an international marketplace fueled by competition, trade and integration.*

**CONTENT STATEMENTS:**

19. The global economy creates advantages and disadvantages for different segments of the world's population.
20. Trade agreements, multinational organizations, embargoes and protectionism impact markets.
21. The distribution of wealth and economic power among countries changes over time.
22. The global economy creates interdependence so that economic circumstances in one country impact events in other countries.

## Course Syllabus: World Geography

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

### TOPIC: SPATIAL THINKING AND SKILLS

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

#### CONTENT STATEMENTS:

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

### TOPIC: ENVIRONMENT AND SOCIETY

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

#### CONTENT STATEMENTS:

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

**TOPIC: MOVEMENT**

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

**CONTENT STATEMENTS:**

8. Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).
9. Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).
10. Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affects stock markets in different countries).

**TOPIC: REGION**

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

**CONTENT STATEMENTS:**

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

**TOPIC: HUMAN SETTLEMENT**

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

**CONTENT STATEMENTS:**

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

**TOPIC: GLOBALIZATION**

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

**CONTENT STATEMENTS:**

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