

Ohio's Academic Content Standards - Extended Social Studies

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Introduction

In June 2010, the state of Ohio adopted the Revised Academic Content Standards for Social Studies. The Revised Academic Content Standards are now a part of Ohio's Content Standards. Recognizing the need to make the content standards accessible for all students, the Offices of Curriculum, Assessment and Exceptional Children at the Ohio Department of Education developed the Ohio's Academic Content Standards-Extended (OACS-E).

The OACS-E, found on the following pages are designed to assist teachers in providing access to the general education curriculum for students with significant cognitive disabilities. Students receiving instruction based on the grade band Extensions total approximately 1% of Ohio's student population and are assessed using the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). These Extensions are not meant to replace the Revised Academic Content Standards for Social Studies, but to serve as a complement to them. The Extensions will be the first resource teachers should use when designing instruction for students with significant cognitive disabilities. The Extensions have been written and designed to provide a continuum of entry points related to the Social Studies Standards. However, this document has been designed so that the reader can reference the Revised Academic Content Standards for each grade level on the left hand page with Extensions displayed on the right hand page. There may be times when the instructor may want to further supplement the Extensions with the Revised Academic Content Standards listed on the left hand page. This was the intent of the design of this document; to further enhance curricular content for students with significant cognitive disabilities.

At the same time, in planning academic activities for students with significant cognitive disabilities, teachers must consider incorporation of non-academic skills necessary for student success such as communication, self-determination, gross/fine motor, and social skills as well as individual accommodations or supports that be necessary for students to access the curriculum. Life Skills should also serve to be taught as complements to the Extensions. These Extensions will assist teachers in the instruction of content that is directly aligned with the Revised Academic Content Standard for Social Studies.

Grade Band

Standards (academic skills) from the Revised Academic Content Standards were identified within the following grade bands:

K-2

3-5

6-8

9-12

Some standards within specific grade bands were not extended due to the complexity of the skills and are not included in this document. As such, you will see certain components of the Revised Academic Content Standards not addressed within the Extensions. However, it should be noted that the Extensions presented here will provide a strong foundation for learning for all students.

It is critical when designing instruction for students, it is to be completed using the student's assigned grade band. In other words, if the student is officially registered as an eighth grade student, they would be instructed using the grade 6-8 Extensions. This will ensure proper grade level content and progression within the standards.

Complexity Levels

Specific standards were extended among three complexity levels from "most complex" to "least complex". The three levels comprise varying difficulty levels for students based on a standard from the Revised Academic Content Standards. The Extensions have been codified individually for clearer designation. The last letter in the extension "code" indicates the complexity level: "a" denotes the highest level of complexity, "b" denotes the middle complexity level and "c" denotes the lowest complexity level. In some instances, the verb of the extension simply changes to a lower taxonomy level. In other cases, there is different content to be included in the instructional process. It is important to move from left to right when reading the Extensions; that is, begin with the most complex level when determining where student instruction should begin before reverting to the lower complexity levels. *Please note: Students should not be categorized according to a particular extension level. Instead, instruction should target Extensions appropriate to individual strengths which may vary across standards. Ideally, one should see instruction occurring at all ranges of complexity when these Extensions are applied within each grade band.*

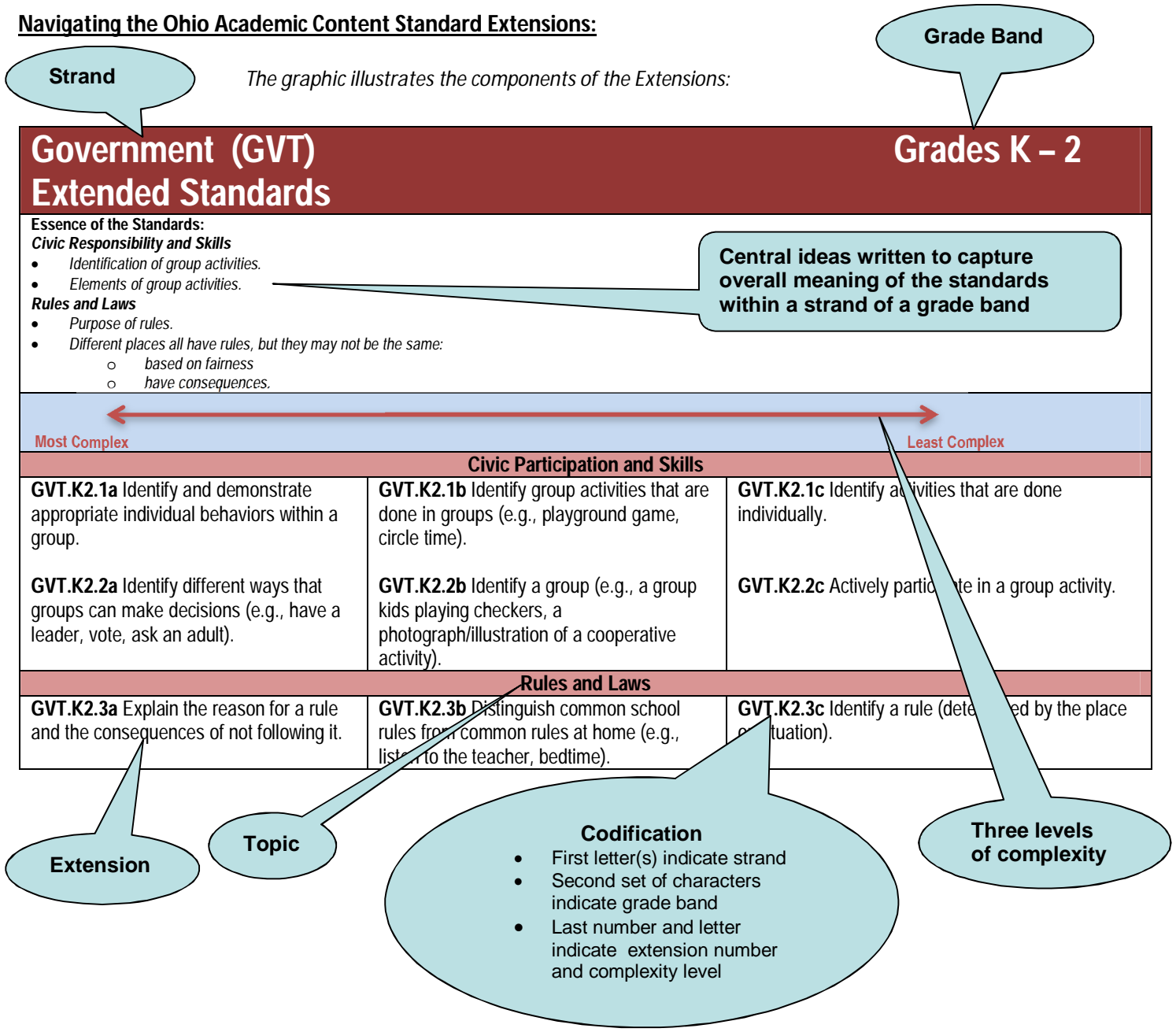
Utilization

The Ohio Academic Content Standards-Extended do not specify individual accommodations or supports that may be necessary for students across the curriculum. When designing lessons based on the Extensions, teachers should consider the unique learning needs of each student and employ the necessary accommodations. According to the Common Core State Standards *Application to Students with Disabilities* document (CCSSO 2010),

“These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.”

While the Common Core State Standards are referenced here, our Extensions design team felt it imperative to align our work across all four content areas utilizing the same expectations. The Extensions will be used by school personnel to plan and implement lessons based upon academic standards. The use of these Extensions is intended for the population of students that will be engaged in Ohio’s Alternate Assessment.¹

Navigating the Ohio Academic Content Standard Extensions:



¹ During the roll out process of this document, many educators felt that OACS-E could help with the differentiation of instruction for all students. These Extensions may be utilized for this purpose, but it must be done with caution. The Revised Academic Content Standards are written and will be assessed with general assessments at a much higher level of expectation. Thus, while these Extensions can provide entry points into the Revised Academic Content Standards for students who need differentiation in the classroom-but are not engaged in the Alternate Assessment-it is imperative to remember that these students must transition and be assessed using the Revised Academic Content Standards.

Acknowledgements

Development of Ohio's Academic Content Standards-Extended was a collaborative effort between the Ohio Department of Education's Office of Curriculum and Assessment and the Office for Exceptional Children. The writing committee, comprised of special educators, regular educators, administrators, parents and other stakeholders around the state of Ohio came together to create these Extensions. Additional credit is due to the states of Delaware and North Carolina whose already completed Extensions provided great insight for our work.

The following individuals served on our writing committee who provided extensive time, dedication, thought and expertise to this project. Sincere appreciation goes to:

Shawna Benson	<i>OCALI, Urbana University</i>	Vickie Hesler	<i>State Support Team Region 10</i>
Marilyn Brigati	<i>State Support Team Region 10</i>	Kate Kandel	<i>Parent</i>
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Beth Duffy	<i>State Support Team Region 16</i>	Bill Nellis	<i>State Support Team Region 6</i>
Cindy Ford	<i>State Support Team Region 1</i>	Gretchen Schmitz	<i>Auglaize County ESC</i>
Barb Gentile Green	<i>Mt. Gilead Exempted Village Schools</i>	Amy Szymanski	<i>State Support Team Region 1</i>
Randy Grieser	<i>K12 Incorporated</i>	Angie Chappel-Wang	<i>Cuyahoga County ESC, State Support Team Region 3</i>
Joan Griest	<i>Marion County Schools</i>	Ilana Webber	<i>Groveport Madison Local Schools</i>
Bette Hackett	<i>State Support Team Region 16</i>		

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Leslie Booth	Kevin Mirkoff	Jim McCain	

Four Ohio Department of Education staff members led the project while providing valuable insight and global thinking:

Cathy Csanyi	Andrew Hinkle	Bill Sternberg	Wendy Stoica
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Finally, thanks to all who provided comments, support and guidance along the way including family and community members, university faculty, school administrators, teachers and others. Ohio's Academic Content Standards-Extended would not be possible without the support of all who worked tirelessly to create a guiding tool to support access to the general education curriculum for all students.

Social Studies – Table of Contents

Code	Strand	Grade Band	Pages
HIS	History	K-2	2-3
		3-5	4-5
		6-8	6-9
GEO	Geography	K-2	10-11
		3-5	12-13
		6-8	14-15
GVT	Government	K-2	16-17
		3-5	18-19
		6-8	20-21
ECON	Economics	K-2	22-23
		3-5	24-25
		6-8	26-27

High School – Grades 9-12

Code	Strand	Pages
AMH	American History	28-33
AMG	American Government	34-37
MWH	Modern World History	38-43
EFL	Economics and Financial Literacy	44-49
CWI	Contemporary World Issues	50-55
WGEO	World Geography	56-59

History (HIS) Ohio Social Studies Standards

Grades K – 2

Grade K Theme: A Child's Place in Time and Space	Grade 1 Theme: Families Now and Long Ago, Near and Far	Grade 2 Theme: People Working Together
<p>Historical Thinking and Skills</p> <ul style="list-style-type: none"> • Time can be measured. • Personal history can be shared through stories and pictures. <p>Heritage</p> <ul style="list-style-type: none"> • Heritage is reflected through the arts, customs, traditions, family celebrations and language. • 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. 	<p>Historical Thinking and Skills</p> <ul style="list-style-type: none"> • Time can be divided into categories (e.g., months of the year, past, present and future). • Photographs, letters, artifacts and books can be used to learn about the past. <p>Heritage</p> <ul style="list-style-type: none"> • The way basic human needs are met has changed over time. 	<p>Historical Thinking and Skills</p> <ul style="list-style-type: none"> • Time can be shown graphically on calendars and timelines. • Change over time can be shown with artifacts, maps and photographs. <p>Heritage</p> <ul style="list-style-type: none"> • Science and technology have changed daily life. • Biographies can show how peoples' actions have shaped the world in which we live.
<p>Description</p>		
<ul style="list-style-type: none"> • The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> • <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

History (HIS) Extended Standards

Grades K – 2

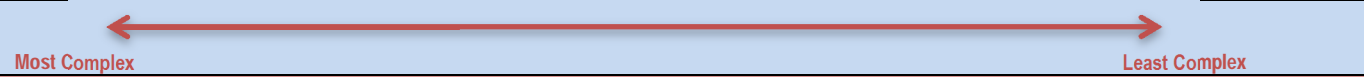
Essence of Standards:

Historical Thinking and Skills

- *Then and now (changes over time)*

Heritage

- *Traditions and customs of the family and country*
- *Food and shelter*
- *People who lived in the past affect today.*
- *Everyday technology*



Historical Thinking and Skills

<p>HIS.K2.1a Place a sequence of events or dates on a timeline.</p> <p>HIS.K2.2a Identify the months of the year.</p> <p>HIS.K2.3a Sort pictures or objects that identify events/tools from past or present.</p>	<p>HIS.K2.1b Place a series of personal events in chronological order.</p> <p>HIS.K2.2b Identify today, tomorrow and yesterday on a calendar.</p> <p>HIS.K2.3b Share and communicate about personal pictures/experiences over time.</p>	<p>HIS.K2.1c Use a personal day schedule to identify the “next” activity.</p> <p>HIS.K2.2c Identify the day and events of the day.</p> <p>HIS.K2.3c Share personal objects, pictures or drawings of self at different ages.</p>
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Heritage

<p>HIS.K2.4a Identify a U.S. tradition (e.g., 4th of July, Pledge of Allegiance, National Anthem).</p> <p>HIS.K2.5a Identify things people needed in the past.</p> <p>HIS.K2.6a Provide information about a historical figure’s life or past.</p> <p>HIS.K2.7a Distinguish between different places where specific technologies are found (e.g., dishwasher in kitchen, car on road/parking lot).</p>	<p>HIS.K2.4b Identify a family tradition.</p> <p>HIS.K2.5b Identify things you need (human needs).</p> <p>HIS.K2.6b Provide information about a family member’s life or past.</p> <p>HIS.K2.7b Describe the functions of various technologies (e.g., washing machine for cleaning clothes, computer for doing homework).</p>	<p>HIS.K2.4c Identify something you like to do repeatedly.</p> <p>HIS.K2.5c Identify objects you use for a specific purpose.</p> <p>HIS.K2.6c Provide information about your own life or past.</p> <p>HIS.K2.7c Identify everyday technological appliances/devices (e.g., computer, toaster, electric pencil sharpener).</p>
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History (HIS) Ohio Social Studies Standards

Grades 3 - 5

Grade 3 Theme: Communities: Past and Present, Near and Far	Grade 4 Theme: Ohio in the United States	Grade 5 Theme: Regions and People of the Western Hemisphere
<p>Historical Thinking and Skills</p> <ul style="list-style-type: none"> • Events in local history can be shown on timelines organized by years, decades and centuries. • Primary sources such as artifacts, maps and photographs can be used to show change over time. <p>Heritage</p> <ul style="list-style-type: none"> • Local communities change over time. 	<p>Historical Thinking and Skills</p> <ul style="list-style-type: none"> • The order of significant events in Ohio and the United States can be shown on a timeline. • Primary and secondary sources can be used to create historical narratives. <p>Heritage</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • 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. • Many technological innovations that originated in Ohio benefited the United States. 	<p>Historical Thinking and Skills</p> <ul style="list-style-type: none"> • Multiple-tier timelines can be used to show relationships among events and places. <p>Heritage</p> <ul style="list-style-type: none"> • European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today. <p>Early Civilizations</p> <ul style="list-style-type: none"> • 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.
<p>Description</p> <ul style="list-style-type: none"> • The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> • <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

History (HIS) Extended Standards

Grades 3 - 5

Essence of the Standards:

Historical Thinking and Skills

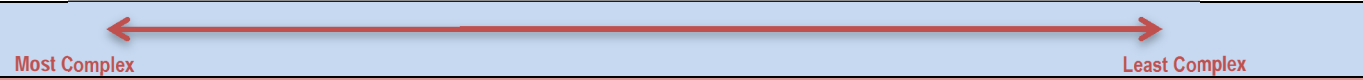
- *Communities, states and countries change over time.*

Heritage

- *Societies in the past influenced each other and still influence our society today:*
 - *cultural practices*
 - *products.*

Early Civilizations

- *Every civilization (society) has systems or structures (government, social structures, religions, technology, agricultural products and practices).*



Historical Thinking and Skills

<p>HIS.35.1a Create a timeline of local, state or national events within a given time period.</p>	<p>HIS.35.1b Sequence a series of events in Ohio history showing years.</p>	<p>HIS.35.1c Identify an event/activity occurring before or after another given activity/event.</p>
<p>HIS.35.2a Create a narrative connecting a then and now topic, using artifacts and other primary sources.</p>	<p>HIS.35.2b Create a personal history narrative, including photographs and personal artifacts.</p>	<p>HIS.35.2c Distinguish between personal and historical artifacts or pictures.</p>

Heritage

<p>HIS.35.3a Describe changes in the community as told by an older relative or friend.</p>	<p>HIS.35.3b Describe changes in the local community (e.g., new stores, houses and other constructions).</p>	<p>HIS.35.3c Identify changes in the school community (e.g., new playground, teachers, classmates).</p>
<p>HIS.35.4a Describe similarities and differences between cultural groups and activities in Ohio during the past and present.</p>	<p>HIS.35.4b Identify or recognize groups of people that have lived in Ohio in the past (Adena/Hopewell Indians, settlers, Amish, immigrants, etc.).</p>	<p>HIS.35.4c Identify Ohio as the state where you live.</p>
<p>HIS.35.5a Make connections between colonization and life today (e.g., place names, foods, language, traditions).</p>	<p>HIS.35.5b Identify or recognize different groups that explored and colonized America.</p>	<p>HIS.35.5c Identify the United States as the country in which you live.</p>

Early Civilizations (3)

<p>HIS.35.6a Describe similarities and differences between life today and life in the past in Western Hemisphere civilizations (e.g., farming, government, use of language, recreation/games).</p>	<p>HIS.35.6b Identify similarities between life today and life in the past (e.g., farming, government, use of language, recreation/games).</p>	<p>HIS.35.6c Identify what you have in common with others in your home, class or community.</p>
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History (HIS)

Ohio Social Studies Standards

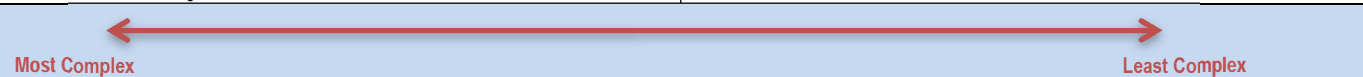
Grades 6 - 8

Grade 6 Theme: Regions and People of the Eastern Hemisphere	Grade 7 Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age	Grade 8 Theme: U.S. Studies from 1492 – 1877: Exploration Through Reconstruction
<p>Historical Thinking and Skills</p> <ul style="list-style-type: none"> Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. <p>Early Civilizations</p> <ul style="list-style-type: none"> 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. 	<p>Historical Thinking and Skills</p> <ul style="list-style-type: none"> 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>Early Civilizations</p> <ul style="list-style-type: none"> 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>Feudalism and Transitions</p> <ul style="list-style-type: none"> 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. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist. 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. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes. 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>First Global Age</p> <ul style="list-style-type: none"> Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies. European economic and cultural influence dramatically increased through explorations, conquests and colonization. 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>Historical Thinking and Skills</p> <ul style="list-style-type: none"> Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position. <p>Colonization to Independence</p> <ul style="list-style-type: none"> North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons. Competition for control of territory and resources in North America led to conflicts among colonizing powers. 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. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution. <p>A New Nation</p> <ul style="list-style-type: none"> The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion. <p>Expansion</p> <ul style="list-style-type: none"> The United States added to its territory through treaties and purchases. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians. <p>Civil War and Reconstruction</p> <ul style="list-style-type: none"> 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. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.
<p>Description</p>		
<ul style="list-style-type: none"> The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

History (HIS) Extended Standards

Grades 6 - 8

<p>Essence of the Standards: Historical Thinking and Skills</p> <ul style="list-style-type: none"> Events over an expanded span of time can be secured. A historical event or period can be viewed from different perspectives. <p>Early Civilizations</p> <ul style="list-style-type: none"> Ideas (government, economics, social structures, etc.) and practices (culture, art, architecture, etc.) have shaped civilization today. Development of civilizations was influenced by geography (location, on water for trade, etc.). Today's cultures were influenced by these past cultures. <p>Feudalism and Transitions</p> <ul style="list-style-type: none"> Radical new ideas can lead to major cultural changes. <p>First Global Age</p> <ul style="list-style-type: none"> As cultures and civilizations expand, they change and change those they come in contact with. These changes that happened in the past still affect us today. <p>Colonization to Independence</p> <ul style="list-style-type: none"> Dissatisfaction with the way things are (economic, religious, government, etc.) can lead to change. 	<p>A New Nation</p> <ul style="list-style-type: none"> When changes occur, dissatisfaction with the change can lead to more changes (political, social, economic relationships, power and control). Sometimes dissatisfied groups can unite for a common cause (attack by a foreign invasion). <p>Expansion</p> <ul style="list-style-type: none"> When people want or need more than they have (land and resources), it leads to expansion (to acquire land and resources for their own use). <p>Civil War and Reconstruction</p> <ul style="list-style-type: none"> When disputes occur, there are always two or more sides that believe they are right. When the disputes end, there are no clear "winners." Nobody gets everything they want. Dissatisfaction over the results leads to more change. These results and changes have both positive and negative effects.
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Historical Thinking and Skills		
HIS.68.1a Use various sources to describe a historical event or period from different perspectives.	HIS.68.1b Sequence a series of events in history over an extended time period.	HIS.68.1c Identify a historical event/activity occurring before or after another given activity/event.
Early Civilizations (Content Connections: reference grade 6 & 7 standards for content detail)		
HIS.68.2a Compare the key physical and human features of societies of the past in the Eastern Hemisphere with society today. <i>Content Connection Examples: Egypt, India, China, Mesopotamia (6), Greece and Rome (Gr. 7)</i>	HIS.68.2b Identify key physical and human features of societies (e.g., houses, rivers, mountains, roads, buildings).	HIS.68.2c Identify the physical and human features of the local community.
Feudalism and Transitions (Content Connections: reference grade 7 standards for content detail)		
HIS.68.3a Explain how changes in the home, school, community or country can have positive or negative consequences. <i>Content Connection Examples: historic achievements in medicine, science, mathematics and geography (Gr. 7)</i>	HIS.68.3b Identify why or how things change in the home, school or community.	HIS.68.3c Identify a recent change in the home, school or community.
First Global Age (Content Connections: reference grade 7 standards for content detail)		
HIS.68.4a Identify and explain a reason you want or need to go to a place you have never been. <i>Content Connection Examples: ancient trade routes, Marco Polo and the Columbian Exchange (Gr. 7)</i>	HIS.68.4b Identify places you have never been or would like to go.	HIS.68.4c Locate familiar places you go to for a specific purpose.
Colonization to Independence (Content Connections: reference grade 8 standards for content detail)		
HIS.68.5a Explain the results of making a change. <i>Content Connection Examples: colonizing North America, slave trade, Enlightenment and causes of the American Revolution (Gr. 8)</i>	HIS.68.5b Identify how you would change something.	HIS.68.5c Identify something you would like to change.

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A New Nation (reference grade 8 standards for content detail)		
HIS.68.6a Explain or demonstrate what you can do to change something that makes you or others dissatisfied (e.g., <i>What did the colonists do to change what made them dissatisfied?</i>). <i>Content Connection Examples: Outcomes of American Revolutionary War, establishing a federal government</i>)	HIS.68.6b Explain or demonstrate why something makes you or others dissatisfied. (e.g., <i>Why were the colonists dissatisfied?</i>)	HIS.68.6c Identify something that makes you or others dissatisfied (e.g., <i>What made the colonists dissatisfied?</i>).
Expansion (reference grade 8 standards for content detail)		
HIS.68.7a Identify and explain why a country expands. <i>Content Connection Examples: Westward expansion, Indian relations, relations with Mexico (Gr. 8)</i>	HIS.68.7b Identify and explain why a community expands (e.g., more jobs, better roads).	HIS.68.7c Identify a personal or school expansion (e.g., bigger house, new baby, new student in class).
Civil War and Reconstruction (reference grade 8 standards for content detail)		
HIS.68.8a Demonstrate appropriate ways to solve disagreements. <i>Content Connection Examples: Causes of the Civil War, results of the Civil War (Gr. 8)</i>	HIS.68.8b Distinguish between examples of agreement and disagreement based on a given situation.	HIS.68.8c Identify individual examples of agreement or disagreement.
HIS.68.9a Explain how resolution of conflicts may have positive or negative consequences that affect others or groups.	HIS.68.9b Explain the meaning of compromise.	HIS.68.9c Identify a result of an agreement or disagreement.

Geography (GEO) Ohio Social Studies Standards

Grades K – 2

Grade K Theme: A Child's Place in Time and Space	Grade 1 Theme: Families Now and Long Ago, Near and Far	Grade 2 Theme: People Working Together
<p>Spatial Thinking and Skills</p> <ul style="list-style-type: none"> Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places. Models and maps represent places. <p>Human Systems</p> <ul style="list-style-type: none"> Humans depend on and impact the physical environment in order to supply food, clothing and shelter. Individuals are unique but share common characteristics of multiple groups. 	<p>Spatial Thinking and Skills</p> <ul style="list-style-type: none"> Maps can be used to locate and identify places. <p>Places and Regions</p> <ul style="list-style-type: none"> Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people). <p>Human Systems</p> <ul style="list-style-type: none"> Families interact with the physical environment differently in different times and places. Diverse cultural practices address basic human needs in various ways and may change over time. 	<p>Spatial Thinking and Skills</p> <ul style="list-style-type: none"> Maps and their symbols can be interpreted to answer questions about location of places. <p>Places and Regions</p> <ul style="list-style-type: none"> The work that people do is impacted by the distinctive human and physical characteristics in the place where they live. <p>Human Systems</p> <ul style="list-style-type: none"> Human activities alter the physical environment, both positively and negatively. Cultures develop in unique ways, in part through the influence of the physical environment. Interactions among cultures lead to sharing ways of life.
<p>Description</p> <ul style="list-style-type: none"> The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

Geography (GEO) Extended Standards

Grades K – 2

Essence of the Standards:

Spatial Thinking and Skills


- All maps contain basic visual or tactile information and basic symbols (e.g., legend, compass).

Human Systems (This has a cultural element, which is more about their development and how one can influence another if they live in proximity than about beliefs.)

- Where we live determines how we live (use of natural resources, dress for different weather; locations – e.g., church, school, city, farm, play; learn from other cultures).
 - How we live changes over time (once used horses to work fields, now tractors).

Places and Regions

- Natural structures (lakes, forests, islands) vs. human structures (houses, skyscrapers).
- This includes how a place influences the number of people who live there (city) and the type of work they do (don't farm in the city).

		
Most Complex Least Complex		
Spatial Thinking and Skills		
GEO.K2.1a Use map symbols/legend to identify a specific place or item on a map.	GEO.K2.1b Locate basic features on a map (e.g., ocean, land).	GEO.K2.1c Place items with regard to directional words (e.g., over, under, behind, next to, down).
Places and Regions (Gr. 1-2)		
GEO.K2.2a Describe traits of physical and/or human features (e.g., some houses are made of bricks, mountains are high, deserts are dry, oceans are the largest bodies of water on Earth).	GEO.K2.2b Identify things that people build.	GEO.K2.2c Identify a basic physical geographic characteristic (e.g., land or water feature).
GEO.K2.3a Make connections between local physical features and the activities of people who live in the area.	GEO.K2.3b Match activities to the appropriate physical and human environment.	GEO.K2.3c Identify activities in the community.
Human Systems		
GEO.K2.4a Identify positive and negative consequences of human modifications of the environment.	GEO.K2.4b Identify physical modifications humans make to the environment (e.g., a bridge, dam, road, building)	GEO.K2.4c Identify a human interaction with the physical environment (e.g., cutting down a tree, digging a hole).
GEO.K2.5a Identify ways in which people in different cultures are both similar and different (e.g., cultures might have different foods, clothing and customs).	GEO.K2.5b Identify ways in which humans can be different.	GEO.K2.5c Identify ways that humans are the same.

Geography (GEO) Ohio Social Studies Standards

Grades 3 - 5

Grade 3 Theme: Communities: Past and Present, Near and Far	Grade 4 Theme: Ohio in the United States	Grade 5 Theme: Regions and People of the Western Hemisphere
<p>Spatial Thinking and Skills</p> <ul style="list-style-type: none"> 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. <p>Places and Regions</p> <ul style="list-style-type: none"> Daily life is influenced by the agriculture, industry and natural resources in different communities. <p>Human Systems</p> <ul style="list-style-type: none"> Evidence of human modification of the environment can be observed in the local community. Systems of transportation and communication move people, products and ideas from place to place. Communities may include diverse cultural groups. 	<p>Spatial Thinking and Skills</p> <ul style="list-style-type: none"> 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>Places and Regions</p> <ul style="list-style-type: none"> The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. 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>Human Systems</p> <ul style="list-style-type: none"> 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. 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. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States. 	<p>Spatial Thinking and Skills</p> <ul style="list-style-type: none"> 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. Latitude and longitude can be used to make observations about location and generalizations about climate. <p>Places and Regions</p> <ul style="list-style-type: none"> Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic). <p>Human Systems</p> <ul style="list-style-type: none"> Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment. 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. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today. 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.

Description

- The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*
- The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.*

Geography (GEO) Extended Standards

Grades 3 - 5

Essence of the Standards:

Spatial Thinking and Skills


- Identify and use maps and map tools.

Places and Regions

- Where you live (available natural resources, economic resources, cultural resources) influences how you live.
- This is true for communities, states, regions, countries.

Human Systems

- Humans affect their environments in unique ways.
- This has been happening since prehistoric times.
- As our needs change, we change the environment to meet those needs (tear down buildings to build parks, reduce pesticides to make the ground water safe).
- These changes have both positive and negative consequences on the climate, culture, transportation (types needed in specific regions or to move products to markets), people (move where jobs are, immigration from other countries) and expansion.

		
Most Complex	Least Complex	
Spatial Thinking and Skills		
<p>GEO.35.1a Identify north, south, east and west on the compass rose on a map.</p> <p>GEO.35.2a Use a map and map tools (e.g., legend, alphanumeric grid lines) to navigate from one place to another.</p> <p>GEO.35.3a Describe different purposes of maps.</p>	<p>GEO.35.1b Use a map and map tools (e.g., legend, alphanumeric grid lines) to locate familiar landmarks, streets and other features.</p> <p>GEO.35.2b Recognize the difference between man-made and natural features on a map.</p> <p>GEO.35.3b Identify physical characteristics on a map or globe (e.g., land, water, mountains).</p>	<p>GEO.35.1c Identify symbols on a simple map.</p> <p>GEO.35.2c Recognize that a map is a smaller scale of an actual place (e.g., school map, town map).</p> <p>GEO.35.3c Locate basic features on a map or globe (e.g., ocean, land).</p>
Places and Regions		
<p>GEO.35.4a Identify different resources in your local community (e.g., natural, economic [businesses that create jobs], and cultural [museums, universities, festivals]).</p> <p>GEO.35.5a Describe different regions of the United States related to landforms, climate or population.</p>	<p>GEO.35.4b Identify the natural resources in Ohio.</p> <p>GEO.35.5b Identify different regions of the United States (e.g., North, South, East, West).</p>	<p>GEO.35.4c Identify natural resources (e.g., soil, water, coal, oil).</p> <p>GEO.35.5c Identify the United States on a map or globe.</p>
Human Systems		
<p>GEO.35.6a Describe the positive and negative consequences of modifying the environment.</p> <p>GEO.35.7a List pros and cons of different types of transportation for products and people.</p> <p>GEO.35.8a Arrange well-known events in Ohio or American history on a timeline.</p>	<p>GEO.35.6b Identify the results of using tools to modify the environment (e.g., buildings, parking lots, water pipes, railroads, roads, bridges).</p> <p>GEO.35.7b Match methods of transportation with what they typically transport.</p> <p>GEO.35.8b Identify different groups that have historically lived in or settled in the Ohio region (e.g., Native Americans, European immigrants).</p>	<p>GEO.35.6c Identify tools that can be used to modify the environment (e.g., shovel, crane, dump trucks, bulldozer).</p> <p>GEO.35.7c Identify types of transportation.</p> <p>GEO.35.8c Identify objects or landmarks associated with the United States (e.g., American flag, Mt. Rushmore).</p>

Geography (GEO) Ohio Social Studies Standards

Grades 6 - 8

Grade 6 Theme: Regions and People of the Eastern Hemisphere	Grade 7 Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age	Grade 8 Theme: U.S. Studies from 1492 – 1877: Exploration Through Reconstruction
<p>Spatial Thinking and Skills</p> <ul style="list-style-type: none"> 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. Latitude and longitude can be used to identify absolute location. <p>Places and Regions</p> <ul style="list-style-type: none"> Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural or economic). <p>Human Systems</p> <ul style="list-style-type: none"> Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. Political, environmental, social and economic factors have caused people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today. 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). 	<p>Spatial Thinking and Skills</p> <ul style="list-style-type: none"> Maps and other geographic representations can be used to trace the development of human settlement over time. Geographic factors promote or impede the movement of people, products and ideas. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world. 	<p>Spatial Thinking and Skills</p> <ul style="list-style-type: none"> Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography. <p>Human Systems</p> <ul style="list-style-type: none"> The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences. 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. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole. Americans began to develop a common national identity among their diverse regional and cultural populations based on democratic ideals.

Description

- The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*
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Geography (GEO) Extended Standards

Grades 6 - 8

Essence of the Standards:

Spatial Thinking and Skills


- Maps and globes are used to identify a wide range of human and natural geographic features.

Places and Regions

- Places and regions can be described (temperature, languages spoken, climate, physical environment – mountains, plains, natural resources, products, income, industrial versus agricultural).

Human Systems

- Where you live influences how you live (cold climates have fewer people; living on or near water may influence shipping and transportation).
- Geographic factors influence how you live (surrounded by mountains may make travel difficult).
- Factors may cause people to leave one area for another (lack of jobs, war, famine, discrimination.)
- Movement of people influences change (cultural, transportation, technology, communication).
- Movement and expansion has had positive and negative consequences.

		
Most Complex	Least Complex	
Spatial Thinking and Skills		
<p>GEO.68.1a Use appropriate maps, globes and other geographic resources (e.g., Internet) to locate various sites or places).</p> <p>GEO.68.2a Recognize that maps can change over time based on political, social and physical events.</p> <p>GEO.68.3a Identify the absolute location (latitude and longitude) of major places and features on a globe (e.g., charting locations on a grid).</p> <p>GEO.68.4a Draw/trace an alternate route and identify if it is shorter or longer.</p>	<p>GEO.68.1b Use the appropriate map to locate various places or information.</p> <p>GEO.68.2b Recognize that maps of the same location can look different depending on the purpose.</p> <p>GEO.68.3b Locate the major features and landforms on a globe in relation to the equator and prime meridian.</p> <p>GEO.68.4b Draw/trace the route between two given locations on a map.</p>	<p>GEO.68.1c Identify a specific map for a specific purpose (e.g., weather, location, store locations, bus line).</p> <p>GEO.68.2c Identify a specific map for a specific purpose (e.g., weather, location, store locations).</p> <p>GEO.68.3c Locate the equator on a globe.</p> <p>GEO.68.4c Locate on a map the route between two locations.</p>
Places and Regions (6)		
<p>GEO.68.5a Compare and contrast the physical and human characteristics of different regions (e.g., forest/deserts, rural/suburban, plains/mountains).</p>	<p>GEO.68.5b Identify physical characteristics of Ohio.</p>	<p>GEO.68.5c Identify physical characteristics of your local region (e.g., landforms, climate).</p>
Human Systems		
<p>GEO.68.6a Explain how current technologies have improved upon past technologies (e.g., transportation and communication).</p> <p>GEO.68.7a Describe the positive and negative consequences of people moving to or away from an area.</p>	<p>GEO.68.6b Identify transportation and communication technologies from the past (e.g., horses, stagecoach, Pony Express, telegraph).</p> <p>GEO.68.7b Describe reasons why people move away from or to an area.</p>	<p>GEO.68.6c Identify current transportation and communication technologies (e.g., airplanes, cars, cellphones, e-mail).</p> <p>GEO.68.7c Identify ways people move from one place to another.</p>

Government (GVT) Ohio Social Studies Standards

Grades K – 2

Grade K Theme: A Child's Place in Time and Space	Grade 1 Theme: Families Now and Long Ago, Near and Far	Grade 2 Theme: People Working Together
<p>Civic Participation and Skills</p> <ul style="list-style-type: none"> Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities. <p>Rules and Laws</p> <ul style="list-style-type: none"> The purpose of rules and authority figures is to provide order, security and safety in the home, school and community. 	<p>Civic Participation and Skills</p> <ul style="list-style-type: none"> Individuals are accountable for their actions. Collaboration requires group members to respect the rights and opinions of others. <p>Rules and Laws</p> <ul style="list-style-type: none"> Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules. 	<p>Civic Participation and Skills</p> <ul style="list-style-type: none"> Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others. Groups are accountable for choices they make and actions they take. <p>Rules and Laws</p> <ul style="list-style-type: none"> There are different rules that govern behavior in different settings.
<p>Description</p> <ul style="list-style-type: none"> The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

Government (GVT) Extended Standards

Grades K – 2

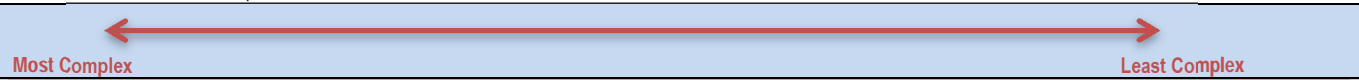
Essence of the Standards:

Civic Responsibility and Skills

- Identification of group activities.
- Elements of group activities.

Rules and Laws

- Purpose of rules.
- Different places all have rules, but they may not be the same:
 - based on fairness
 - have consequences.



Civic Participation and Skills		
<p>GVT.K2.1a Identify and demonstrate appropriate individual behaviors within a group.</p> <p>GVT.K2.2a Identify different ways that groups can make decisions (e.g., have a leader, vote, ask an adult).</p>	<p>GVT.K2.1b Identify group activities that are done in groups (e.g., playground game, circle time).</p> <p>GVT.K2.2b Identify a group (e.g., a group kids playing checkers, a photograph/illustration of a cooperative activity).</p>	<p>GVT.K2.1c Identify activities that are done individually.</p> <p>GVT.K2.2c Actively participate in a group activity.</p>
Rules and Laws		
<p>GVT.K2.3a Explain the reason for a rule and the consequences of not following it.</p>	<p>GVT.K2.3b Distinguish common school rules from common rules at home (e.g., listen to the teacher, bedtime).</p>	<p>GVT.K2.3c Identify a rule (determined by the place or situation).</p>

Government (GVT) Ohio Social Studies Standards

Grades 3 - 5

Grade 3 Theme: Communities: Past and Present, Near and Far	Grade 4 Theme: Ohio in the United States	Grade 5 Theme: Regions and People of the Western Hemisphere
<p>Civic Participation and Skills</p> <ul style="list-style-type: none"> Members of local communities have social and political responsibilities. Individuals make the community a better place by solving problems in a way that promotes the common good. <p>Rules and Laws</p> <ul style="list-style-type: none"> 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. <p>Roles and Systems of Government</p> <ul style="list-style-type: none"> Governments have authority to make and enforce laws. The structure of local governments may differ from one community to another. 	<p>Civic Participation and Skills</p> <ul style="list-style-type: none"> 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. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. Effective participants in a democratic society engage in compromise. <p>Rules and Laws</p> <ul style="list-style-type: none"> Laws can protect rights, provide benefits and assign responsibilities. 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>Roles and Systems of Government</p> <ul style="list-style-type: none"> A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches. 	<p>Civic Participation and Skills</p> <ul style="list-style-type: none"> 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. <p>Roles and Systems of Government</p> <ul style="list-style-type: none"> Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.
<p>Description</p>		
<ul style="list-style-type: none"> The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

Government (GVT) Extended Standards

Grades 3 - 5

Essence of the Standards:

Civic Responsibility and Skills

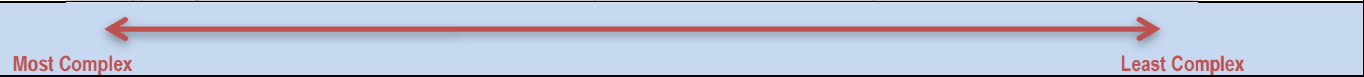
- In the United States, all people have certain rights and responsibilities.
- Civic participation involves understanding community issues and taking individual action.

Rules and Laws

- Laws tell us how we are expected to behave.
- Laws benefit society.
- There are local laws, state laws and national laws.
- National laws apply to everyone.

Roles and Systems of Government

- Identify and explain the purpose of common authority figures.
- Different types of governments (democracies, monarchies, dictatorships) have different kinds of laws and power.



Civic Participation and Skills		
<p>GVT.35.1a Identify local, state and national citizenship rights and responsibilities (e.g., voting, paying taxes, obeying laws).</p> <p>GVT.35.2a Identify ways to make informed decisions as a means to solve community problems (e.g., gather information, apply a problem-solving process, reach compromises).</p>	<p>GVT.35.1b Recognize that individual rights and responsibilities may have consequences that affect others or groups.</p> <p>GVT.35.2b Identify steps of a problem-solving process to make an informed decision.</p>	<p>GVT.35.1c Identify the consequence of making a choice.</p> <p>GVT.35.2c Make an informed choice as part of a group task.</p>
Rules and Laws		
<p>GVT.35.3a Identify school, local, state and national rules/laws.</p> <p>GVT.35.4a Recognize the difference between a right and a privilege. <i>Content Connections: U.S. Constitution (4)</i></p>	<p>GVT.35.3b Identify the purpose of laws.</p> <p>GVT.35.4b Identify basic rights of U.S. citizens.</p>	<p>GVT.35.3c Identify a school rule or local law.</p> <p>GVT.35.4c Identify a right you have as a student.</p>
Roles and Systems of Government		
<p>GVT.35.5a Explain the reasons why we have central authority figures and the limitations they have (e.g., principal is in charge of the school but not of the state, president is in charge of the military but he cannot make laws).</p> <p>GVT.35.6a Describe the duties of people/groups representing the different branches of government.</p>	<p>GVT.35.5b Identify the powers of central authority figures (e.g., principal is in charge of the school, president is in charge of the military).</p> <p>GVT.35.6b Identify the person or group that represents the different branches of government (e.g., president/governor – executive; Congress – legislative; judges – judicial). <i>Terms executive, legislative and judicial do not need to be used in instruction in this grade band.</i></p>	<p>GVT.35.5c Identify central authority figures at the school, state or national levels (e.g., teacher, principal, governor, president).</p> <p>GVT.35.6c Match the job responsibility to an authority figure (e.g., principal runs the school, mayor runs the town).</p>

Government (GVT) Ohio Social Studies Standards

Grades 6 - 8

Grade 6 Theme: Regions and People of the Eastern Hemisphere	Grade 7 Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age	Grade 8 Theme: U.S. Studies from 1492 – 1877: Exploration Through Reconstruction
<p>Civic Participation and Skills</p> <ul style="list-style-type: none"> Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy. <p>Roles and Systems of Government</p> <ul style="list-style-type: none"> 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>Civic Participation and Skills</p> <ul style="list-style-type: none"> The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues. <p>Roles and Systems of Government</p> <ul style="list-style-type: none"> Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments. With the decline of feudalism, consolidation of power resulted in the emergence of nation states. 	<p>Civic Participation and Skills</p> <ul style="list-style-type: none"> Participation in social and civic groups can lead to the attainment of individual and public goals. Informed citizens understand how media and communication technology influence public opinion. <p>Roles and Systems of Government</p> <ul style="list-style-type: none"> The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances. The U.S. Constitution protects citizens' rights by limiting the powers of government.
<p>Description</p> <ul style="list-style-type: none"> The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

Government (GVT) Extended Standards

Grades 6 - 8

Essence of the Standards:

Civic Responsibility and Skills

- Individual and group opinions are communicated through a variety of mediums (e.g., verbally, media).

Roles and Systems of Government

- Different types of governments (monarchies, dictatorships, democracies) can be described based on how much freedom and responsibility the citizens have and how much power the government has.
- Our form of government was influenced by governments of the past.
- Our government and Constitution gives and limits power (checks and balances).



Most Complex

Least Complex

Civic Participation and Skills

GVT.68.1a Understand that different sources can have different perspectives on an issue (e.g., media sources, historical vs. contemporary, individual vs. group).

GVT.68.1b Understand that differences of opinion on an issue can exist between and within individuals and groups.

GVT.68.1c Express a personal opinion on an issue.

Roles and Systems of Government

GVT.68.2a Compare and contrast the traits of monarchs and elected leaders.

GVT.68.2b Identify traits of monarchs and elected leaders where they would rule.

GVT.68.2c Identify the president and kings/queens as political leaders.

GVT.68.3a Explain ways the different people/groups in government can limit each other's powers (i.e., checks and balances).

GVT.68.3b Identify a power of each branch of government (e.g., Congress makes laws, courts interpret laws)

GVT.68.3c Identify the three branches of government or the people who represent them.

Economics (ECON) Ohio Social Studies Standards

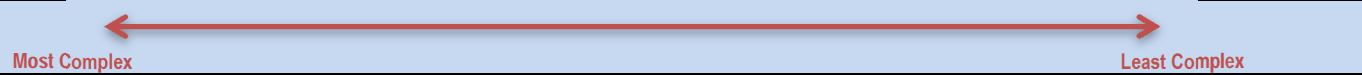
Grades K – 2

Grade K Theme: A Child's Place in Time and Space	Grade 1 Theme: Families Now and Long Ago, Near and Far	Grade 2 Theme: People Working Together
<p>Scarcity</p> <ul style="list-style-type: none"> • People have many wants and make decisions to satisfy those wants. These decisions impact others. <p>Production and Consumption</p> <ul style="list-style-type: none"> • Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants. 	<p>Scarcity</p> <ul style="list-style-type: none"> • Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want. <p>Production and Consumption</p> <ul style="list-style-type: none"> • People produce and consume goods and services in the community. <p>Markets</p> <ul style="list-style-type: none"> • People trade to obtain goods and services they want. <p>Financial Literacy</p> <ul style="list-style-type: none"> • Currency is used as a means of economic exchange. 	<p>Economic Decision-Making and Skills</p> <ul style="list-style-type: none"> • Information displayed on bar graphs can be used to compare quantities. <p>Scarcity</p> <ul style="list-style-type: none"> • Resources can be used in various ways. <p>Production and Consumption</p> <ul style="list-style-type: none"> • Most people around the world work in jobs in which they produce specific goods and services. <p>Markets</p> <ul style="list-style-type: none"> • People use money to buy and sell goods and services. <p>Financial Literacy</p> <ul style="list-style-type: none"> • People earn income by working.
<p>Description</p> <ul style="list-style-type: none"> • The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> • <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

Economics (ECON) Extended Standards

Grades K – 2

<p>Essence of the Standards:</p> <p>Economic Decision-Making and Skills</p> <ul style="list-style-type: none"> • People can measure how much of something exists through various methods. <p>Scarcity</p> <ul style="list-style-type: none"> • We have to decide among “wants”: <ul style="list-style-type: none"> ○ Supplies (and resources) are limited. ○ What we choose affects what others can have. <p>Production and Consumption</p> <ul style="list-style-type: none"> • Goods are what we want. • Services are what people do to satisfy our wants (plumber, grocery clerk). • People produce (by working – in factories, on farms) and consume goods and services. 	<p>Markets</p> <ul style="list-style-type: none"> • People trade or use money to buy and sell. <p>Financial Literacy</p> <ul style="list-style-type: none"> • It takes money to buy things. • We work to earn money.
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Economic Decision-Making and Skills		
ECON.K2.1a Compare amounts using a bar graph.	ECON.K2.1b Compare amounts using a frequency table (e.g., tally chart).	ECON.K2.1c Indicate which of two items is bigger/smaller or more/less.
Scarcity		
ECON.K2.2a Explain why you can't have everything you want.	ECON.K2.2b Explain what you need to do to get what you want.	ECON.K2.2c Identify/communicate something you want.
ECON.K2.3a Explain reason(s) for making a particular choice.	ECON.K2.3b Make a choice.	ECON.K2.3c Identify a choice.
Production and Consumption		
ECON.K2.4a Explain where what you buy comes from.	ECON.K2.4b Identify where you can buy something.	ECON.K2.4c Identify something you can buy. <i>The terms “goods” and “services” do not necessarily have to be used.</i>
Markets		
ECON.K2.5a Explain the difference between buying and selling.	ECON.K2.5b Identify appropriate places to spend money.	ECON.K2.5c Identify money (e.g., coins, bills).
Financial Literacy		
ECON.K2.6a Explain what people can do with money they earn from a job or chore.	ECON.K2.6b Identify something a person gets as a result of completing a job or chore (e.g., money, stickers, candy).	ECON.K2.6c Identify different jobs or chores.

Economics (ECON) Ohio Social Studies Standards

Grades 3 - 5

Grade 3 Theme:
Communities: Past and Present, Near and Far

Grade 4 Theme:
Ohio in the United States

Grade 5 Theme:
Regions and People of the Western Hemisphere

Economic Decision-Making and Skills

- Line graphs are used to show changes in data over time.
- Both positive and negative incentives affect people's choices and behaviors.

Scarcity

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

Production and Consumption

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

Markets

- A market is where buyers and sellers exchange goods and services.

Financial Literacy

- Making decisions involves weighing costs and benefits.
- A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

Economic Decision-Making and Skills

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

Production and Consumption

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

Financial Literacy

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

Economic Decision-Making and Skills

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

Scarcity

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

Production and Consumption

- The availability of productive resources and the division of labor impact productive capacity.

Markets

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

Financial Literacy

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

Description

- The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*
- *The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.*

Economics (ECON) Extended Standards

Grades 3 - 5

Essence of the Standards:

Economic Decision-Making and Skills

- Economic data can be displayed and organized by using various types of charts, tables, and graphs.

Scarcity

- We make choices between our wants and our needs. The more of one thing we decide to buy, the less of something else we can buy/have.
- When resources are scarce, communities/states specialize, which leads to trade (cities do not have resources to grow crops/food, so they trade with farmers who do).

Production and Consumption

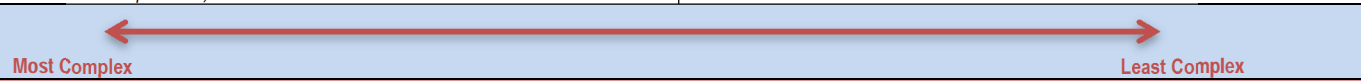
- We are producers when we make or provide goods and services.
- We are consumers when we use goods and services.
- We can only produce what we have the resources (natural, human, etc.) and the ability (capability and capacity) to produce.
- Businesses must weigh the risks to the benefits of producing goods and services (refer to cost benefit analysis – Would enough people buy it? Would it cost more to make than people would pay for it? Would another McDonalds be able to make a profit here? Are there enough trained workers in the area to make this product?)

Markets

- A market is where people buy and sell products (local farmers' market, grocery, restaurants)
- When one area specializes, they trade with other areas for what they need (See "Scarcity"; farmers produce vegetables then grocers buy them to sell to consumers.) They depend on each other for variety of goods and services.

Financial Literacy

- People learn about occupational tasks through a variety of methods.
- Income is money that individuals earn, and expenses represent the money that individuals spend.
- Budgets allow people to better understand their finances.
- We can earn more money by learning more so we can get better jobs.



Economic Decision-Making and Skills		
ECON.35.1a Analyze information displayed on simple graphs and charts.	ECON.35.1b Create a simple graph or a chart that displays basic data (e.g., circle graph representing slices of pizza, bar graph comparing how many books different students checked out from the library).	ECON.35.1c Identify a graph or a chart (e.g., bar graph, basic table).
Scarcity		
ECON.35.2a Explain the "opportunity cost" – what you gave up to get what you wanted or needed.	ECON.35.2b Identify what you gained as a result of a purchasing decision.	ECON.35.2c Make a choice between two things you want.
Production and Consumption		
ECON.35.3a Explain decisions producers and consumers must make (e.g., how much to produce, how to price goods, how much a consumer can spend).	ECON.35.3b Identify traits of producers and consumers (e.g., producers make goods/provide services, consumers buy goods).	ECON.35.3c Identify examples of producers and consumers (e.g., farmer, shopper).
Markets		
ECON.35.4a Explain why a particular market is the most practical place to buy a given product.	ECON.35.4b Describe the different things you can do in a market (e.g. buy products, ask questions, look at different products, make returns).	ECON.35.4c Identify places to buy things (e.g., markets) in the community.
ECON.35.5a Explain why certain goods are produced in certain places (e.g., climate, available resources).	ECON.35.5b Identify items that are not produced in the local community.	ECON.35.5c Identify items that are produced in the local community.
Financial Literacy		
ECON.35.6a Identify elements of a simple budget (e.g., expenses, income, savings).	ECON.35.6b Identify examples of income (money you make) and expenses (what you spend money on).	ECON.35.6c Make a choice of an item to purchase that fits in a personal budget.

Economics (ECON) Ohio Social Studies Standards

Grades 6 - 8

Grade 6 Theme: Regions and People of the Eastern Hemisphere	Grade 7 Theme: World Studies from 750 B.C.–1600 A.D.: Ancient Greece to the First Global Age	Grade 8 Theme: U.S. Studies from 1492–1877: Exploration Through Reconstruction
<p>Economic Decision-Making and Skills</p> <ul style="list-style-type: none"> Economists compare data sets to draw conclusions about relationships among them. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies. <p>Scarcity</p> <ul style="list-style-type: none"> The fundamental questions of economics include what to produce, how to produce and for whom to produce. When regions and/or countries specialize, global trade occurs. <p>Markets</p> <ul style="list-style-type: none"> 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>Financial Literacy</p> <ul style="list-style-type: none"> When selecting items to buy, individuals can compare the price and quality of available goods and services. 	<p>Economic Decision-Making and Skills</p> <ul style="list-style-type: none"> 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>Scarcity</p> <ul style="list-style-type: none"> The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence. <p>Markets</p> <ul style="list-style-type: none"> The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies. 	<p>Economic Decision-Making and Skills</p> <ul style="list-style-type: none"> Choices made by individuals, businesses and governments have both present and future consequences. <p>Production and Consumption</p> <ul style="list-style-type: none"> 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>Markets</p> <ul style="list-style-type: none"> Governments can impact markets by means of spending, regulations, taxes and trade barriers. <p>Financial Literacy</p> <ul style="list-style-type: none"> The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.
<p>Description</p>		
<ul style="list-style-type: none"> The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> <i>The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.</i> 		

Economics (ECON) Extended Standards

Grades 6 - 8

Essence of the Standards:

Economic Decision-Making and Skills

- Rational economic decisions are made by comparing costs with benefits.

Scarcity

- Every decision about goods and services is about what to produce (product/goods), how to produce and for whom (consumer).
- The amount and kinds of resources a region/country has, the more they can produce or the more they specialize.

Production and Consumption

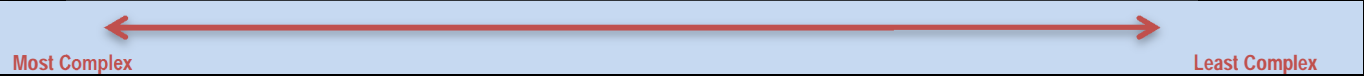
- Efficiency can lead to lower production costs, lower prices, which increase consumer demand and increase producers who want to enter the market

Markets

- The price of market goods are determined by the interaction of supply and demand.
- Markets far from consumers made money necessary (instead of trading/bartering).
- Governments make rules that affect the production of goods and services.

Financial Literacy

- We can get the most for our money by comparing cost and quality of goods and services before we buy.
- Learning about banking and credit can help us manage our money.



Economic Decision-Making and Skills

ECON.68.1a Identify the short- and long-term consequences of a personal economic decision.

ECON.68.1b Understand that an economic decision is informed.

ECON.68.1c Identify that an item may have a different cost at another store.

ECON.68.2a Compare the consequences of personal decisions based on wants and needs.

ECON.68.2b Make an informed economic choice (e.g., purchasing a good based on the amount of money available).

ECON.68.2c Identify the difference between a want and need.

Scarcity

ECON.68.3a Describe how the wants of people determine what goods and services are produced.

ECON.68.3b Identify different methods of production for given goods.

ECON.68.3c Identify who the intended consumer is for a given product.

Production and Consumption (8)

ECON.68.4a Explain the differences between handmade and machine-made products (e.g., quality, cost, labor).
Content Connection: The Industrial Revolution

ECON.68.4b Identify examples of goods made in factories or by machines.

ECON.68.4c Identify examples of handmade or homemade goods.

Markets

ECON.68.5a Explain why some goods are easier to find than others and how this affects price.

ECON.68.5b Identify goods that are hard to find and not readily available in the local community.

ECON.68.5c Identify goods that are readily available in your environment (e.g., milk in cafeteria, pencils in school store).

Financial Literacy

ECON.68.6a Compare the prices of similar goods.

ECON.68.6b Identify different ways to get price information on the same items (e.g., sale ads, store signs).

ECON.68.6c Identify the price of goods (e.g., using menus, ads, price tags).

ECON.68.7a Explain the purposes of banking services.

ECON.68.7b Identify what services financial institutions provide.

ECON.68.7c Recognize financial institutions in the local community.

American History (AMH)

Ohio Social Studies Standards

Grades 9 - 12

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

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

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

- The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
- 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.
- Immigration, internal migration and urbanization transformed American life.
- Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
- 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

- As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
- 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 of 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

- Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
- An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
- Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.
- 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 World War II. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.

Content Statements:

- 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 World War II.
- The United States mobilization of its economic and military resources during World War II brought significant changes to American society.
- Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.

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:

- The United States followed a policy of containment during the Cold War in response to the spread of communism.
- The Second Red Scare and McCarthyism reflected Cold War fears in American society.
- The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
- 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:

- Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
- The post-war economic boom, greatly affected by advances in science, produced epic changes in American life.
- 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 had social and political effects. 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:

- Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
- 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.

Description

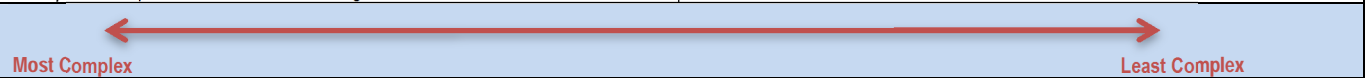
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American History (AMH) Extended Standards

Grades 9 - 12

<p>Essence of the Standards: Historical Thinking and Skills:</p> <ul style="list-style-type: none"> Examine the causes/results from decisions that have been made in historical events. Recognize that alternative courses of actions will have different results. <p>Industrialization and Progressivism (1877-1920)</p> <ul style="list-style-type: none"> Technology advances (e.g., machines in factories, farm equipment) impact jobs, economy and way of life. Labor organizations address wages and working conditions for workers. Cities grow larger with increased industry and commerce, yet this can also bring new problems. Racial discrimination continued in areas of our country even after the Civil War and Reconstruction period. <p>Foreign Affairs from Imperialism to Post-World War I (1898-1930)</p> <ul style="list-style-type: none"> The United States emerged as a world leader. <p>Prosperity, Depression and the New Deal (1919-1941)</p> <ul style="list-style-type: none"> Intolerance for minority groups (e.g., racial, religious, cultural) have negative results in a community/country. People can work in groups to promote a cause that makes a change. Technological advances in communication, transportation and industry have a positive impact on the standard of living. 	<p>From Isolation to World War</p> <ul style="list-style-type: none"> Countries must sometimes make difficult decisions on when to stay out of/get involved in world conflicts. <p>The Cold War</p> <ul style="list-style-type: none"> When two powerful countries have differing views, the potential for direct conflict increases. <p>Social Transformations in the United States</p> <ul style="list-style-type: none"> Racial and gender equality in the United States as the result of advocacy groups. Advances in science impact the lives of Americans (medicine, communication, nuclear energy, transportation). The government has a role in the social, economic, environmental and security issues for our country. <p>United States and the Post-Cold War World</p> <ul style="list-style-type: none"> Industry in the United States has changed because of overseas trade. Following Sept. 11, 2001, security in the United States has become a new challenge.
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Topic: Historical Thinking and Skills		
<p>AMH.912.1a Describe the cause and/or result of a historical event and a possible alternate course of action.</p> <p>AMH.912.2a Use multiple sources to create a sequence of historical events, including the cause and result of this event.</p>	<p>AMH.912.1b Identify the cause and/or result of a historical event.</p> <p>AMH.912.2b Use various sources to create a sequence of events in history (e.g., interviews, videos, books).</p>	<p>AMH.912.1c Identify a historical event occurring before or after another given activity/event.</p> <p>AMH.912.2c Ask questions about an event that has happened in the past.</p>
Topic: Industrialization and Progressivism (1877-1920) (reference high school standards for content detail)		
<p>AMH.912.3a Explain ways that technology changes workplaces, cities or communities. Content Connection Examples: <i>Industrialization</i></p>	<p>AMH.912.3b Identify a technology and explain how it has improved a way of life.</p>	<p>AMH.912.3c Identify a technology used in the classroom.</p>
Topic: Foreign Affairs from Imperialism to Post-World War I (1898-1930) (reference high school standards for content detail)		
<p>AMH.912.4a Describe how leaders help to build good relationships in the local, national and international community. Content Connection Examples: World War I, world locations</p>	<p>AMH.912.4b Identify jobs of school, community, state or country leaders.</p>	<p>AMH.912.4c Identify leaders in the school, community, state or country.</p>
Topic: Prosperity, Depression and the New Deal (1919-1941) (reference high school standards for content detail)		
<p>AMH.912.5a Describe how negative stereotypical attitudes affect a group or community.</p> <p>AMH.912.6a Work collaboratively to identify a problem and develop a solution to the problem. Content Connection Examples: 19th Amendment, racial intolerance</p>	<p>AMH.912.5b Identify positive attitudes toward others within a group task.</p> <p>AMH.912.6b Work collaboratively in a group to complete a task.</p>	<p>AMH.912.5c Contribute ideas or positive comments during a group activity.</p> <p>AMH.912.6c Actively contribute to the decisions within a group.</p>
Topic: From Isolation to World War (1930-1945) (reference high school standards for content detail)		
<p>AMH.912.7a Explain a reason to get involved or stay out of a conflict situation. Content Connection Examples: World War II, nuclear arms</p>	<p>AMH.912.7b Identify positive and negative consequences of getting involved in a conflict.</p>	<p>AMH.912.7c Identify the results of an agreement or disagreement.</p>

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Topic: <i>The Cold War (1945-1991)</i> (reference high school standards for content detail)		
AMH.912.8a Explain how the resolution of conflicts requires compromises from both sides. Content Connection Examples: Cold War, Korean War, Vietnam War	AMH.912.8b Describe a compromise related to a real-world conflict or problem.	AMH.912.8c Make a choice that solves the argument that keeps both sides happy.
Topic: <i>Social Transformations in the United States (1945-1994)</i> (reference high school standards for content detail)		
AMH.912.9a Describe how modern technologies can help promote increased civic participation. Content Connection Examples: technological advances in today's society	AMH.912.9b Identify leaders (past or present) who have made significant contributions to equality or technology.	AMH.912.9c Identify ways to participate in the community through the use of technology.
Topic: <i>United States and the Post-Cold War World (1991 to Present)</i> (reference high school standards for content detail)		
AMH.912.10a Identify a current national issue and evaluate how the issue affects our country. Content Connection Examples: Martin Luther King, Jr., technological advances in today's society	AMH.912.10b Identify a current local issue and potential effects on the community.	AMH.912.10c Identify a current school or community issue.

American Government (AMG) Ohio Social Studies Standards

Grades 9 - 12

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

Content Statements:

- Opportunities for civic engagement with the structures of government are made possible through political and public-policy processes.
- 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 their skills to effectively participate in civic affairs.

Content Statements:

- Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.
- 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:

- 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.
- 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.

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:

- Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.
- 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:

- 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.
- 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:

- As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.
- 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:

- A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.
- 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:

- The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.
- 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.

Description

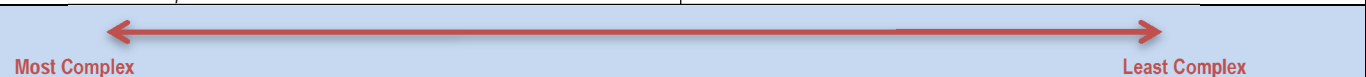
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American Government (AMG)

Ohio Extended Standards

Grades 9 – 12

<p>Essence of the Standards:</p> <p>Civic Involvement</p> <ul style="list-style-type: none"> Community participation enables us to contribute to the common good. Groups of people with similar views work together to contribute to a common good. <p>Civic Participation and Skills</p> <ul style="list-style-type: none"> Sources can be used to examine in order to evaluate current issues that relate to the individual. Conflicts can be resolved through compromise. <p>Basic Principles of the U.S. Constitution</p> <ul style="list-style-type: none"> Explain basic principles of the government of the United States: separation of powers, checks and balances, sovereignty of the people. The Constitution, as the foundation of the government of the United States, has changed over time. <p>Structure and Functions of the Federal Government</p> <ul style="list-style-type: none"> Three branches of our government work together to make and execute laws and resolve disputes. 	<p>Role of the People</p> <ul style="list-style-type: none"> Understand that people in the United States have rights and responsibilities. The government of United States protects the freedoms of citizens. <p>Ohio's State and Local Governments</p> <ul style="list-style-type: none"> The government of Ohio fits within the structure of our federal government. Ohioans are responsible to participate in activities for the good of the community and state. <p>Public Policy</p> <ul style="list-style-type: none"> Many groups and individuals work collaboratively for the good of our state and country. <p>Government and the Economy</p> <ul style="list-style-type: none"> Understand that the federal government collects taxes and spends money to provide services to the people.
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Topic: <i>Civic Involvement</i>		
AMG.912.1a As a group, identify steps that need to be taken to make a positive change in the school or local community.	AMG.912.1b Contribute to planning or participating in a group activity to make a change in the school or community.	AMG.912.1c Actively participate in a group activity to make a change in the school.
Topic: <i>Civic Participation and Skills</i>		
AMG.912.2a Select and/or use relevant informational sources to investigate a current issue.	AMG.912.2b Use two related sources of information to describe a current issue.	AMG.912.2c Recognize a source of information that describes a current issue or issues.
AMG.912.3a Identify possible ways to resolve problems in a conflict scenario.	AMG.912.3b Participate in a group process to reach a consensus decision.	AMG.912.3c Contribute to a group decision.
Topic: <i>Basic Principles of the U.S. Constitution</i>		
AMG.912.4a Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).	AMG.912.4b Identify key principles of the United States Constitution that provide the structure to the government of the United States.	AMG.912.4c Identify the Constitution as the foundation of government in the United States.
AMG.912.5a Explain how and why the United States Constitution has been or can be changed.	AMG.912.5b Identify key changes (i.e., amendments) to the United States Constitution that extended rights of citizens.	AMG.912.5c Identify an amendment to the Constitution.
Topic: <i>Structure and Functions of the Federal Government</i>		
AMG.912.6a Explain how the three branches of the government work together.	AMG.912.6b Identify the three branches of the government and their functions in the United States.	AMG.912.6c Identify the government as the source of laws that protect people.
Topic: <i>Role of the People</i>		
AMG.912.7a Explain personally relevant rights from the Constitution (Bill of Rights and Amendments) of the United States.	AMG.912.7b Distinguish between a right and a responsibility.	AMG.912.7c Engage in a classroom job that requires personal responsibility.
Topic: <i>Ohio's State and Local Governments</i>		
AMG.912.8a Explain how the state of Ohio government works together with the federal government to meet the needs of people in Ohio.	AMG.912.8b Identify ways the Ohio government works to serve the needs of the people.	AMG.912.8c Identify key community and state leaders.
AMG.912.9a Work collaboratively to identify a problem in the school or local community and develop a solution to the problem.	AMG.912.9b Complete a series of directions as part of a group plan to make a change in the school/community.	AMG.912.9c Actively engage in planning or participating in a group activity to make a change in the school/community.

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Topic: Public Policy		
AMG.912.10a Identify and participate in a public policy issue (e.g., writing a letter, volunteering).	AMG.912.10b Visit a local public agency to gain information on the services provided.	AMG.912.10c Identify a local public agency that offers services.
Topic: Government and the Economy		
AMG.912.11a Identify local organizations or agencies that are supported by federal tax money; describe services of the organization or agency.	AMG.912.11b Explore local organizations or agencies that are supported by federal tax money	AMG.912.11c Identify a local public agency that offers services.

Modern World History (MWH) Ohio Social Studies Standards

Grades 9 - 12

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:

- Historical events provide opportunities to examine alternative courses of action.
- The use of primary and secondary sources of information includes an examination of the credibility of each source.
- Historians develop theses and use evidence to support or refute positions.
- 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:

- The Scientific Revolution impacted religious, political and cultural institutions by challenging how people viewed the world.
- Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.
- 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:

- Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.
- 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:

- Imperial expansion had political, economic and social roots.
- Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.
- 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:

- Advances in technology, communication and transportation improved lives, but also had negative consequences.
- The causes of World War I included militarism, imperialism, nationalism and alliances.
- 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.
- 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.
- 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:

- The United States and the Soviet Union became superpowers and competed for global influence.
- Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.
- Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.
- Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.
- 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:

- The breakup 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.
- Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.
- Political and cultural groups have struggled to achieve self-governance and self-determination.
- Emerging economic powers and improvements in technology have created a more interdependent global economy.
- Proliferation of nuclear weapons has created a challenge to world peace.
- The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.
- 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.

Description

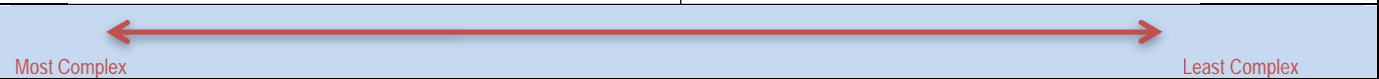
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Modern World History (MWH) Ohio Extended Standards

Grades 9 - 12

<p>Essence of the Standards:</p> <p>Historical Thinking and Skills</p> <ul style="list-style-type: none"> Analyze a historical decision and predict consequences of alternative courses of action. Recognize that alternative courses of actions will have different results. <p>Age of Enlightenment</p> <ul style="list-style-type: none"> The Age of Enlightenment introduced new ideas on how people experienced science, government, education and religion. <p>Age of Revolutions</p> <ul style="list-style-type: none"> Revolutions were the result of desires for political, social and economic changes. <p>Imperialism</p> <ul style="list-style-type: none"> Imperialism (colonization of new lands) has positive and negative consequences for the colonizers and the colonized. Colonization was motivated by social, economic and political reasons. 	<p>Achievements and Crises</p> <ul style="list-style-type: none"> Advances in technology (transportation, communication, weapons) can help or hurt. Countries create alliances based on shared beliefs/interests (World War II). Benefits and losses result from conflicts that are resolved through war. <p>The Cold War</p> <ul style="list-style-type: none"> Leaders/leading groups must work toward agreements that avoid conflict. Agreements result in changes for both groups involved. <p>Globalization</p> <ul style="list-style-type: none"> The breakup of one group can result in new alliances between different groups. Technologies (Internet, cellular phones) have changed the worldwide work place. Countries around the world share concerns for energy and the environment.
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Topic: Historical Thinking and Skills		
<p>MWH.912.1a Describe the cause or result of a historical event and a possible alternate course of action.</p> <p>MWH.912.2a Use multiple sources to create a sequence of historical events, including the causes and results of the events.</p>	<p>MWH.912.1b Identify the cause and result of a historical event.</p> <p>MWH.912.2b Use various sources to create a sequence of events in history (e.g., interviews, videos, books).</p>	<p>MWH.912.1c Identify a historical event occurring before or after another given event.</p> <p>MWH.912.2c Ask questions to learn about an event that has happened in the past.</p>
Topic: Age of Enlightenment (1600-1800) (reference high school standards for content detail)		
<p>MWH.912.3a Analyze a current procedure in the school or community and generate ideas that would alter the procedure. Content Connection Examples: Age of Enlightenment.</p>	<p>MWH.912.3b Generate ideas that would show an alternate way of doing a routine activity.</p>	<p>MWH.912.3c Participate in a routine activity.</p>
Topic: Age of Revolutions (1750-1914) (reference high school standards for content detail)		
<p>MWH.912.4a Evaluate political, social or economic reasons that led to the Declaration of Independence and the American Revolution. Content Connection Examples: American Revolution, Declaration of Independence</p>	<p>MWH.912.4b Identify changes that resulted from the American Revolution.</p>	<p>MWH.912.4c Identify a change that alters daily routines (e.g., new schedule, weather-related closures).</p>
Topic: Imperialism (1800-1914) (reference high school standards for content detail)		
<p>MWH.912.5a Compare how two groups or organizations work together for a common goal (e.g., company owner/employees; basketball team/fans; benefit walk organizers/participant)s. Content Connection Examples: European colonization in Africa/Asia.</p>	<p>MWH.912.5b Work with another classroom or group to achieve a common goal.</p>	<p>MWH.912.5c Participate in an activity with another person where each has a different role.</p>

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Topic: Achievements and Crises (1900-1945) (reference high school standards for content detail)		
<p>MWH.912.6a Identify the focus or interests of community, state or national groups or organizations.</p> <p>MWH.912.7a Explain how resolution of conflicts can have positive and negative consequences. Content Connection Examples: World War II, causes results</p>	<p>MWH.912.6b Identify school and community groups that work together for a shared interest (e.g., student government, community service club).</p> <p>MWH.912.7b Classify results of a conflict as positive or negative depending on whom it affects.</p>	<p>MWH.912.6c Actively participate in a group that shares similar interests.</p> <p>MWH.912.7c Distinguish between a result that is positive/negative (good or bad for the individual or group).</p>
Topic: The Cold War (1945-1991) (reference high school standards for content detail)		
<p>MWH.912.8a Consider a conflict situation and identify possible solutions for a resolution.</p> <p>MWH.912.9a Analyze a resolution to a conflict and evaluate the consequences of resolution. Content Connection Examples: Cold War – United State and Russia as superpowers; conflicts in the Middle East; rights and freedoms for women</p>	<p>MWH.912.8b Distinguish between an agreement and disagreement.</p> <p>MWH.912.9b Identify positive and negative consequences of an agreement between two groups or individuals.</p>	<p>MWH.912.8c Identify an example of an agreement between individuals or groups.</p> <p>MWH.912.9c Participate in a decision that will lead to an agreement between individuals or groups.</p>
Topic: Globalization (1991-Present) (reference high school standards for content detail)		
<p>MWH.912.10a Describe ways that technology brings people together around the world.</p> <p>MWH.912.11a Explain reasons that environmental issues are a concern for people all around the world. Content Connection Examples: terrorism, internet, global concerns for the environment</p>	<p>MWH.912.10b Use technology to communicate with a person who is in a different location.</p> <p>MWH.912.11b Identify ways to reduce pollution in the community.</p>	<p>MWH.912.10c Create or send an email message to another person.</p> <p>MWH.912.11c Participate in an activity to help the environment.</p>

Economics and Financial Literacy (EFL) Ohio Social Studies Standards

Grades 9 - 12

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:

- Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.
- Reading financial reports (bank statements, stock market reports and 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:

- People cannot have all the goods and services they want and, as a result, must choose some things and give up others.
- Different economic systems (traditional, market, command and mixed) utilize different methods to allocate limited resources.
- 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.
- 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:

- 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.
- 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:

- When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.
- 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:

- Income is determined by many factors including individual skills and abilities, work ethic and market conditions.
- 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:

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

Topic: *Saving and Investing*

Saving and investing strategies help individuals achieve personal financial goals.

Content Statements:

- Saving and investing help to build wealth.
- Savings can serve as a buffer against economic hardship.
- Different costs and benefits are associated with saving and investing alternatives.
- 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:

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

Topic: Risk Management

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

Content Statements:

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

Description

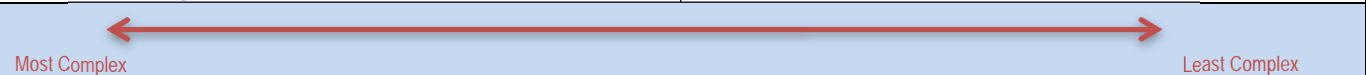
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Economics and Financial Literacy (EFL) Ohio Extended Standards

Grades 9 - 12

<p>Essence of the Standards:</p> <p>Economic Decision-Making and Skills</p> <ul style="list-style-type: none"> Decisions on personal finances should be influenced from information we have available. <p>Fundamentals of Economics</p> <ul style="list-style-type: none"> People must make decisions on the goods and services they need and want. Economic questions: what will be produced; how will it be produced; to whom will it be distributed? Prices of a good or service are based on demand and supply. <p>Government and the Economy</p> <ul style="list-style-type: none"> A country's economic status is determined by looking at the income and spending of all households and businesses. Government impacts the country's economy through decisions on federal spending and taxes. <p>Global Economy</p> <ul style="list-style-type: none"> Countries produce goods and services and then trade with other countries for needed goods and services. <p>Working and Earning</p> <ul style="list-style-type: none"> Employment is a means to earn money. Income is based on work skills, abilities and attitudes as well as job opportunities. Personal earnings include deductions for benefits and taxes. 	<p>Financial Responsibility and Money Management</p> <ul style="list-style-type: none"> Personal financial goals involve consideration of costs and benefits. A personal financial plan includes a budget with short- and long-term goals for saving and spending. Purchasing options (e.g., credit accounts, loans) have advantages and disadvantages. <p>Saving and Investing</p> <ul style="list-style-type: none"> Saving and investing are ways to build wealth. Money in savings is beneficial when experiencing an unexpected expense. <p>Credit and Debt</p> <ul style="list-style-type: none"> There are various ways to borrow money (obtain credit), each with benefits and costs. Credit is a way to make large purchases to pay over time. There are negative consequences to not paying one's debt. <p>Risk Management</p> <ul style="list-style-type: none"> Insurance is a means to cover property, liability, health costs; insurance policies require an investment from the individual. Individuals are responsible for protecting their own financial information.
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Topic: Economic Decision-Making and Skills

<p>EFL.912.1a Evaluate positive and negative consequences of a financial decision based on current financial reports or information.</p>	<p>EFL.912.1b Compare the price of several items and determine which are affordable within a personal budget.</p>	<p>EFL.912.1c Make a purchase decision based on a set amount of money available.</p>
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Topic: Fundamentals of Economics

<p>EFL.912.2a Make economic decisions based on a scenario involving the concepts of trade-off, opportunity cost or scarcity.</p>	<p>EFL.912.2b Compare prices of the same item from two stores and determine which store is the best buy to buy from.</p>	<p>EFL.912.2c Select a price that is lowest.</p>
<p>EFL.912.3a Describe how goods and services are produced based on the wants and needs of consumers.</p>	<p>EFL.912.3b Identify the appropriate market to obtain a needed good or service.</p>	<p>EFL.912.3c Match specific goods and services to locations in the community where these can be obtained.</p>
<p>EFL.912.4a Describe how prices are determined by the interaction of supply and demand.</p>	<p>EFL.912.4b Identify items that are readily available and/or items that are hard to find in the local community.</p>	<p>EFL.912.4c Identify the price of an item to purchase.</p>

Topic: Government and the Economy

<p>EFL.912.5a Describe how taxes generate money for government services.</p>	<p>EFL.912.5b Identify types of taxes (e.g., income, sales, property).</p>	<p>EFL.912.5c Make a purchase on an item or service that includes tax.</p>
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Topic: Global Economy

<p>EFL.912.6a Identify goods and services produced in the United States.</p>	<p>EFL.912.6b Identify goods and services that are produced in the local community.</p>	<p>EFL.912.6c Identify a product that is produced in the local community.</p>
<p>EFL.912.7a Identify needed goods and services obtained from other countries.</p>	<p>EFL.912.7b Identify a product that is produced in the United States and another country.</p>	<p>EFL.912.7c Make a trade with another person for a personal need or want.</p>

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Topic: Working and Earning		
EFL.912.8a Identify skills and abilities needed for specific jobs.	EFL.912.8b Identify jobs that match personal interests and skills.	EFL.912.8c Identify reasons why people work.
EFL.912.9a Identify behaviors that are necessary for successful employment.	EFL.912.9b Recognize employment as a means to earn money to pay for needs and wants.	EFL.912.9c Recognize that working at a job can provide income to pay for wants and needs.
EFL.912.10a Identify dollar amounts for gross wages, benefits, taxes and other deductions on an earnings statement.	EFL.912.10b Identify the amount of money earned on a paycheck or earning statement.	EFL.912.10c Participate in a job or activity that earns money or a reward.
Topic: Financial Responsibility and Money Management		
EFL.912.11a Create a simulated personal financial plan that includes short- and long-range goals.	EFL.912.11b Create a simple personal financial plan that includes considerations for money needed for routine expenses and saving for particular needs and wants.	EFL.912.11c Categorize needs and wants as part of a financial planning process.
EFL.912.12a Create a simulated personal budget that includes income, monthly expenses and other expenses (e.g., clothing, recreation, grooming items, home needs, food).	EFL.912.12b Create a simple budget that includes identified income and expense amounts.	EFL.912.12c Plan for a purchase decision based on a set amount of money available.
EFL.912.13a Describe the advantages and disadvantages of making purchases with cash or credit.	EFL.912.13b Identify ways to make purchases (e.g., cash, credit cards, checks).	EFL.912.13c Exchange money to make a purchase.
Topic: Saving and Investing		
EFL.912.14a Create a simulated plan for saving money based on income and expenses.	EFL.912.14b Create a simple simulated plan for saving and spending money.	EFL.912.14c Participate in a plan to spend money based on money saved.
EFL.912.15a Identify basic ways to save money (e.g., savings account, bonds, annuities) and the advantages and limitations of each.	EFL.912.15b Identify procedures to create and use a savings account.	EFL.912.15c Participate in a plan to save money.
EFL.912.16a Describe reasons for saving money.	EFL.912.16b Identify reasons to save money.	EFL.912.16c Identify needs or wants that are "purchases for now" and "things to save for."
Topic: Credit and Debt		
EFL.912.17a Describe advantages and disadvantages of different ways to borrow money (e.g., credit card, bank, family loan).	EFL.912.17b Identify reasons to borrow money and the related advantages and disadvantages of the decision to borrow.	EFL.912.17c Ask to borrow something from another person; return or repay the lender.
EFL.912.18a Create a simulated loan plan that shows payments over time as well as interest costs for the loan.	EFL.912.18b Recognize the difference between a purchase with cash vs. credit.	EFL.912.18c Make a purchase decision based on a set amount of money available.
Topic: Risk Management		
EFL.912.19a Describe reasons to safeguard personal financial information.	EFL.912.19b Identify ways to keep financial information safe (e.g., wallet in pocket, checkbook in desk, protecting computer passwords).	EFL.912.19c Carry personal money in a safe location (e.g., wallet, purse).
EFL.912.20a Identify and describe different types of insurance with the benefits covered by each (e.g., health, property, car, life).	EFL.912.20b Match different types of insurances to their benefits (e.g., car/car accident; health/going to the doctor).	EFL.912.20c Identify personal ways that health care is paid by insurance.

Contemporary World Issues (CWI)

Ohio Social Studies Standards

Grades 9 - 12

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:

- Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.
- 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:

- 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.
- Individuals can assess how effective communicators address diverse audiences.
- Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.
- Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.
- Individuals can participate through nongovernmental 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:

- Beliefs about civil and human rights vary among social and governmental systems.
- 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.
- Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and nonparticipants.

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:

- Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.
- Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.
- 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:

- The development and use of technology influences economic, political, ethical and social issues.
- 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:

- 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.
- Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.
- 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:

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

Description

- The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to social studies content standards. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*
- *The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.*

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Contemporary World Issues (CWI) Ohio Extended Standards

Grades 9 -12

Essence of the Standards:

Global Connections

- Advance in communication technology enables individuals, interest groups and governments to connect around the world.

Civic Participation and Skills

- Civic participation requires:
 - Understanding of media
 - Effective ways to communicate
 - Knowledge of ways to participate.

Civil and Human Rights

- Views on civil and human rights differ in various cultures and countries.

Sustainability

- Human activity today can have intended and unintended consequences on ecological, economic and social systems of the future.

Technology

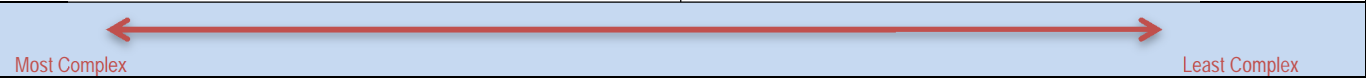
- Advancements in technology have positive and negative consequences.

National Security and International Diplomacy

- International and national groups and individuals work collaboratively to address national security.

The Global Economy

- International trade has greater economic benefits for some countries than others.



Topic: Global Connections

CWI.912.1a Select a location around the world and conduct an Internet search to learn about news, weather and places of interest in this location.

CWI.912.1b Use the Internet to learn about news, weather or events of interest.

CWI.912.1c Participate in an Internet search to gain new information.

Topic: Civic Participation and Skills

CWI.912.2a Explore the purpose of various types of media messages (e.g., news articles, letters to the editor, social networking, weather reports).

CWI.912.2b Distinguish between different topics communicated by media (e.g., news, sports, weather, entertainment).

CWI.912.2c Identify different forms of media (e.g., television, Internet, radio).

CWI.912.3a Generate a written paragraph expressing a viewpoint on a current topic with supporting reasons and clear evidence.

CWI.912.3b Generate a written text on a current topic by selecting reasons and relevant facts.

CWI.912.3c Communicate about a current topic with relevant facts.

CWI.912.4a Contribute to a group project to research a current topic and propose solutions.

CWI.912.4b Identify information on a current topic to help make a personal decision or solve a problem.

CWI.912.4c Identify information related to a current issue.

Topic: Civil and Human Rights

CWI.912.5a Compare basic human rights in the United States to the rights of people living in different countries (e.g., voting rights, freedom of speech, religious freedom, access to education).

CWI.912.5b Identify basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity).

CWI.912.5c Identify rights students have in school/family/community.

CWI.912.6a Recognize that while another person may not share your same view on a topic, that person should be respected.

CWI.912.6b Recognize and demonstrate respect to others.

CWI.912.6c Identify behaviors and attitudes that show respect to others.

Topic: Sustainability

CWI.912.7a Analyze the consequences of a current issue where human activity affects the balance of human needs (e.g., energy use, food production, environmental damage).

CWI.912.7b Identify human activities that have a positive impact on ecological, social or economic systems in the community.

CWI.912.7c Participate in an activity to help the environment.

Topic: Technology

CWI.912.8a Analyze a current technology and its positive or negative consequences (e.g., benefit to human needs, cost factors in development).

CWI.912.8b Identify technological advances and the associated benefits to society (e.g., medical advances, new energy sources, computer technologies).

CWI.912.8c Identify a technology and its purpose.

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Topic: National Security and International Diplomacy

CWI.912.9a Investigate international and national organizations that work to protect our national security.

CWI.912.9b Identify and describe basic roles of groups in the state, country or international community who work to protect our safety.

CWI.912.9c Identify individuals or groups that work to keep our communities safe.

Topic: The Global Economy

CWI.912.10a Identify a product produced in the community, state or country that is used in other locations, including international locations.

CWI.912.10b Identify a product produced in the United States and other countries.

CWI.912.10c Identify something that is produced in the local community.

World Geography (WGEO)

Ohio Social Studies Standards

Grades 9 - 12

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:

- 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.
- 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:

- 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 bypass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).
- 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 a heat source and using extra insulation to retain heat).
- 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).
- There are costs and benefits of using renewable, nonrenewable and flow resources (e.g., availability, sustainability, environmental impact, expense).
- 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:

- Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).
- 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).
- 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:

- 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).
- 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).
- There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).
- 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:

- 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).
- 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:

- Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).
- 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).
- 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).

Description

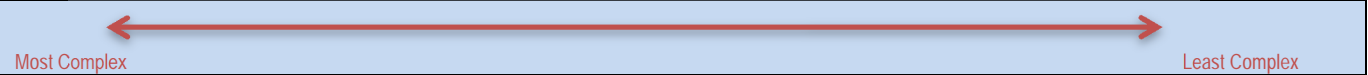
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- *The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.*

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World Geography (WGEO) Ohio Extended Standards

Grades 9 -12

<p>Essence of the Standards:</p> <p>Spatial Thinking and Skills</p> <ul style="list-style-type: none"> A variety of geographic tools are available and used for specific purposes <p>Environment and Society</p> <ul style="list-style-type: none"> Human modification of the environment can have intended and unintended consequences. <p>Movement</p> <ul style="list-style-type: none"> The environment is altered as people move to new locations for physical, cultural, economic or political reasons. Global networking allows for worldwide trade of goods and services. 	<p>Region</p> <ul style="list-style-type: none"> Regions that are defined by common characteristics will change over time. <p>Human Settlement</p> <ul style="list-style-type: none"> Places where people live (settlements) vary in size, locations arrangement and function. People select places to live based on human factors: job, transportation, communication government, culture. <p>Globalization</p> <ul style="list-style-type: none"> Advancements in technology have brought about advantages and disadvantages in globalization..
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Topic: Spatial Thinking and Skills

<p>WGEO.912.1a Use the appropriate map, globe or other geographic representation, including Internet resources, to find various locations or information.</p>	<p>WGEO.912.1b Use the appropriate map to find various locations or information.</p>	<p>WGEO.912.1c Identify a specific map for a specific purpose (e.g., weather, location, store locations, bus line).</p>
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Topic: Environment and Society

<p>WGEO.912.2a Describe advantages and disadvantages to environmental changes (e.g., building a mall gives people a place to shop; clearing a forest takes away trees and homes for animals).</p>	<p>WGEO.912.2b Identify areas of the community where the environment has changed because of human activity.</p>	<p>WGEO.912.2c Identify a change in the environment (e.g., construction of dams, bridges, roads).</p>
<p>WGEO.912.3a Identify ways renewable and non-renewable resources are used by people.</p>	<p>WGEO.912.3b Distinguish between renewable and non-renewable resources.</p>	<p>WGEO.912.3c Identify resources that are renewable and non-renewable.</p>

Topic: Movement

<p>WGEO.912.4a Explain ways that a community changes due to the movement of people (e.g., town gets larger, more highways needed).</p>	<p>WGEO.912.4b Trace changes within the local community over time (e.g., new stores, buildings, parks).</p>	<p>WGEO.912.4c Identify new members of the school or local community (e.g., new teachers, new classmates, new neighbors).</p>
<p>WGEO.912.5a Research and trace a commonly used tool that is created, used and supported from different parts of the world.</p>	<p>WGEO.912.5b Locate items in the classroom that have been made in another country.</p>	<p>WGEO.912.5c Identify current technologies that enable people to travel and communicate (e.g., airplanes, Internet, cellphones).</p>

Topic: Region

<p>WGEO.912.6a Define the characteristics (formal, functional and perceptual) of an identified region and changes that have occurred over time.</p>	<p>WGEO.912.6b Describe physical and human characteristics of the local region.</p>	<p>WGEO.912.6c Identify human or physical characteristics of the local region.</p>
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Topic: Human Settlement

<p>WGEO.912.7a Create a past and present comparison chart of a selected region showing population, spatial size, and economic and transportation changes.</p>	<p>WGEO.912.7b Create a simplified map of the community showing important economic, cultural, physical, transportation and/or government locations.</p>	<p>WGEO.912.7c Identify important locations in the community.</p>
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Topic: Globalization

<p>WGEO.912.8a Describe technological advances that bring people together from around the world (e.g., Internet, air transportation).</p>	<p>WGEO.912.8b Identify ways the Internet connects people through information and entertainment (e.g., email, music, video streaming).</p>	<p>WGEO.912.8c Create or send an email to a person in another location.</p>
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