

PC-ODE Grade 2 Social Studies Learning Expectations *People Working Together*

History

A. Historical Thinking and Skills

HIS 1: [1] Measure calendar time by days, weeks, months and years; place a series of related events in chronological order on a time line.

HIS 2: [2] Use artifacts, maps and photographs to describe how daily life has changed over time.

B. Heritage

HIS 3: [3] Describe how science and technology have changed daily life.

HIS 4: [4] Use information from a biography to describe how the actions of individuals have impacted the world today..

Geography

A. Spatial Thinking and Skills

GEO 5: [5] Describe the information provided on print and electronic maps using a map and its symbols; construct a map that includes a map title and key.

B. Places and Regions

GEO 6: [6] Explain the connection between the work people do and the human and physical characteristics of the place where they live.

C. Human Systems

GEO 7: [7] Describe positive and negative results of human changes to the physical environment.

GEO 8: [8] Describe how cultures are influenced by their physical environments to meet basic needs.

GEO 9: [9] Describe examples of cultural sharing with respect to food, language and customs.

Government

A. Civic Participation and Skills

GOV 10: [10] Demonstrate personal accountability, including making responsible choices, taking responsibility for personal actions and respecting others.

GOV 11: [11] Work effectively in a group to complete a task or solve a problem for which the group is held accountable.

B. Rules and Laws

GOV 12: [12] Demonstrate an understanding of the different rules in different settings.

Economics

A. Economic Decision Making and Skills

ECO 13: [13] Construct a bar graph to compare quantities.

B. Scarcity

ECO 14: [14] Describe various uses for a resource.

C. Production and Consumption

ECO 15: [15] Explain why most people work in jobs where specific goods and services are produced.

D. Markets

ECO 16: [16] Explain how people buy and sell goods and services using money.

E. Financial Literacy

ECO 17: [17] Explain how people earn income.

PC-ODE Grade 3 Social Studies Learning Expectations *Communities: Past and Present, Near and Far*

History

A. Historical Thinking and Skills

HIS 1: [1] Place events accurately on a timeline organized by years, decades and centuries.

HIS 2: [2] Use artifacts, maps and photographs to evaluate change in the local community.

B. Heritage

HIS 3: [3] Research, analyze, organize and present historical information about a characteristic of the local community that has changed over time.

Geography

A. Spatial Thinking and Skills

GEO 4: [4] Describe characteristics of physical and political maps and identify the purpose for each; use the map title, key, alphanumeric grid and cardinal

B. Places and Regions

GEO 5: [5] Evaluate the influence of agriculture, industry and natural resources on daily life.

C. Human Systems

GEO 6: [6] Describe examples of human modification to the environment in the local community.

GEO 7: [7] Describe systems of transportation used to move people and products from place to place; systems of communication used to move ideas from place to place.

GEO 8: [8] Compare cultural products and practices of different groups who live in the local community.

Government

A. Civic Participation and Skills

GOV 9: [9] Explain the social and political responsibilities of local community members.

GOV 10: [10] Explain how individuals make the community a better place by solving problems in a way that promotes the common good.

B. Rules and Laws

GOV 11: [11] Explain how laws affect the behavior of individuals and groups in a community; the benefits of having laws in a local community.

C. Roles and Systems of Government

GOV 12: [12] Explain why governments have authority to make and enforce laws.

GOV 13: [13] Explain the structure of the local government.

Economics

A. Economic Decision Making and Skills

ECO 14: [14] Construct line graphs showing change over time using data related to a specific topic.

ECO 15: [15] Give examples of positive and negative incentives that affect people's choices and behaviors.

B. Scarcity

ECO 16: [16] Describe the opportunity cost of an individual economic decision.

C. Production and Consumption

ECO 17: [17] Identify consumers and producers in the local community.

D. Markets

ECO 18: [18] Describe markets that exist in the local community.

E. Financial Literacy

ECO 19: [19] Evaluate the costs and benefits of an individual economic decision.

ECO 20: [20] Explain how using a budget helps individuals make responsible economic decisions.

PC-ODE Grade 4 Social Studies Learning Expectations *Ohio in the United States*

History

A. Historical Thinking and Skills

HIS 1: [1] Construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.

HIS 2: [2] Research, organize and evaluate information from primary and secondary sources to create an historical narrative.

B. Heritage

HIS 3: [3] Explain how interactions among prehistoric peoples and between historic American Indians and European settlers resulted in both cooperation and conflict.

HIS 4: [4] Explain why the American colonists united to fight for independence from Great Britain and form a new nation.

HIS 5: [5] Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance; how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory.

HIS 6: [6] Explain how the inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led to the War of 1812; the significance of the Battle of Lake Erie to American success in the War of 1812.

HIS 7: [7] Describe the sectional issues that divided the United States after the War of 1812; explain the role Ohio played with the anti-slavery movement and the Underground Railroad.

HIS 8: [8] Identify important inventions in communication, technology and transportation that began in Ohio; explain how technological innovations that originated in Ohio benefitted the United States and products of the Western Hemisphere.

Geography

A. Spatial Thinking and Skills

GEO 9: [9] Use a map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.

B. Places and Regions

GEO 10: [10] Explain how Ohio's agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the United States.

GEO 11: [11] Describe physical and economic characteristics of the northern, southern and western regions of the United States in the early 1800s.

C. Human Systems

GEO 12: [12] Describe ways humans have modified the environment and explain the positive and negative consequences resulting from those modifications.

GEO 13: [13] Explain how Ohio's population is increasingly reflective of the cultural diversity of the United States.

GEO 14: [14] Explain how Ohio's location and its transportation systems have influenced the movement of people, products and ideas.

Government

A. Civic Participation and Skills

GOV 15: [15] Describe the ways citizens participate in and influence their state and national government. Explain the rights and responsibilities of citizens in a democratic government.

GOV 16: [16] Use information effectively to make an informed decision.

GOV 17: [17] Describe a strategy for compromise in a situation where there are differences of opinion on a matter.

B. Rules and Laws

GOV 18: [18] Describe ways in which laws protect rights, provide benefits and assign responsibilities to citizens.

GOV 19: [19] Explain how the U.S. Constitution limits the power of government and protects the rights of citizens.

C. Roles and Systems of Government

GOV 20: [20] Describe the purpose of democratic constitutions in Ohio and the United States.

GOV 21: [21] Explain major responsibilities of each of the three branches of government in Ohio and the United States.

Economics

A. Economic Decision Making and Skills

ECO 22: [22] Use tables and charts to interpret information.

B. Production and Consumption

ECO 23: [23] Explain characteristics of entrepreneurship, including the risks and benefits.

C. Financial Literacy

ECO 24: [24] Demonstrate how saving a portion of income contributes to an individual's financial well-being; explain how individuals can save more of their income by reducing spending.

PC-ODE Grade 5 Social Studies Learning Expectations *Regions and People of the Western Hemisphere*

History

A. Historical Thinking

HIS 1: [1] Construct a multiple-tier timeline and analyze the relationships among events.

B. Early Civilizations

HIS 2: [2] Compare characteristics of early Indian civilizations.

C. Heritage

HIS 3: [3] Describe lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.

Geography

A. Spatial Thinking and Skills

GEO 4: [4] Use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.

GEO 5: [5] Use location to make generalizations about climate.

B. Places and Regions

GEO 6: [6] Identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture and economics.

C. Human Systems

GEO 7: [7] Explain how variations among physical environments in the Western Hemisphere influence human activities; how human activities have altered the physical environments.

GEO 8: [8] Make generalizations about the cultural ways of life among American Indian cultural groups in North and South America.

GEO 9: [9] Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Western Hemisphere.

GEO 10: [10] Describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion and food.

Government

A. Civic Participation and Skills

GOV 11: [11] Use multiple sources and appropriate communication tools to locate, investigate, organize and communicate information on a public issue.

B. Roles and systems of government

GOV 12: [12] Explain the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy.

Economics

A. Economic Decision Making and Skills

ECO 13: [13] Construct a circle graph that displays information on part-to-whole relationships of data.

ECO 14: [14] Explain the present and future consequences of an economic decision.

B. Scarcity

ECO 15: [15] Explain how the availability of productive resources in a specific region promotes specialization and results in trade.

C. Production and Consumption

ECO 16: [16] Explain how the availability of productive resources and the division of labor influence productive capacity.

D. Markets

ECO 17: [17] Explain how specialization and trade lead to interdependency among countries of the Western Hemisphere.

E. Financial Literacy

ECO 18: [18] Identify a career of personal interest and research the knowledge, skills and experiences required to be successful.

PC-ODE Social Studies 6 Learning Expectations *Regions and People of the Eastern Hemisphere*

History

A. Historical Thinking and Skills

HIS 1: [1] Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.

B. Early Civilizations

HIS 2: [2] Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia. Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.

Geography

A. Spatial Thinking and Skills

GEO 3: [3] Use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments. Understand that maps are created for specific purposes and represent the context in which they were created.

GEO 4: [4] Use latitude and longitude coordinates to identify absolute location.

B. Places and Regions

GEO 5: [5] Use various criteria to describe, classify and compare regions within the Eastern Hemisphere.

C. Human Systems

GEO 6: [6] Explain how variations among physical environments in the Eastern Hemisphere influence human activities. Explain how human activities have altered the physical environments of the Eastern Hemisphere.

GEO 7: [7] Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.

GEO 8: [8] Explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere. Describe the influence of religious diffusion in the modern world.

Government

A. Civic Participation and Skills

GOV 9: [9] Use a variety of historic and contemporary sources to obtain multiple perspectives on a topic. Examine a variety of sources for accuracy.

B. Roles and Systems of Government

GOV 10: [10] Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy and theocracy. Understand that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.

Economics

A. Economic Decision Making and Skills

ECO 11: [11] Compare economic data sets to identify relationships and draw conclusions.

ECO 12: [12] Predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choices differently.

B. Scarcity

ECO 13: [13] Explain how individuals and societies answer the fundamental questions of economics.

ECO 14: [14] Explain how specialization leads to global trade.

C. Markets

ECO 15: [15] Explain how supply, demand and competition interact to determine price. Explain how supply, demand and competition interact to influence quantities of inputs and outputs.

D. Financial Literacy

ECO 16: [16] Explain how individuals compare price and quality when selecting goods and services to buy.

PC-ODE Social Studies 7 Learning Expectations **World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age**

History

A. Historical Thinking

HIS 1: [1] Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.

B. Early Civilizations

HIS 2: [2] Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.

C. Feudalism and Transitions

HIS 3: [3] Describe how Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Describe how the dominance of Mongols in Asia led to the destruction of the Byzantine Empire by the Turks.

HIS 4: [4] Explain how the Mongol influence led to unified states in China and Korea and how their failure to conquer Japan allowed a feudal system to persist.

HIS 5: [5] Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.

HIS 6: [6] Analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes.

HIS 7: [7] Analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church.

D. First Global Age

HIS 8: [8] Describe how empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.

HIS 9: [9] Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.

HIS 10: [10] Describe how European economic and cultural influence increased through explorations, conquests and colonization.

HIS 11: [11] Explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today.

Geography

A. Spatial Thinking

GEO 12: [12] Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.

B. Human Systems

GEO 13: [13] Describe how geographic factors can promote or impede the movement of people, products and ideas.

GEO 14: [14] Explain how trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

GEO 15: [15] Select examples of improvements in transportation, communication and technology and explain how they have facilitated cultural diffusion among peoples around the world.

Government

A. Civic Participation and Skills

GOV 16: [16] Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.

B. Roles and Systems of Government

GOV 17: [17] Describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy. Explain how they influenced the structure and function of modern democratic governments.

GOV 18: [18] Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.

Economics

A. Economic Decision Making and Skills

ECO 19: [19] Explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions. Describe how a cost-benefit analysis consists of determining the potential costs and benefits of an action.

B. Scarcity

ECO 20: [20] Discuss how the variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

C. Markets

ECO 21: [21] Explain how the growth of cities and empires fostered the growth of markets. Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.

PC-ODE Social Studies 8 Learning Expectations

U.S. Studies from 1492 to 1877: Exploration through Reconstruction

History

A. Historical Thinking Skills

HIS 1: [1] Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.

B. Colonization to Independence.

HIS 2: [2] Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

HIS 3: [3] Explain how competition for control of territory and resources in North America led to conflicts among colonizing powers.

HIS 4: [4] Explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies. Describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.

HIS 5: [5] Connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence and launching of the American Revolution.

C. A New Nation

HIS 6: [6] Analyze the new political, social and economic relationships for the American people that resulted from the American Revolution.

HIS 7: [7] Explain how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

HIS 8: [8] Explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

D. Expansion

HIS 9: [9] Describe how the United States added to its territory through treaties and purchases.

HIS 10: [10] Explain how westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

E. The Civil War and Reconstruction

HIS 11: [11] Distinguish between the positions of the sections of the United States on sectional issues of the 1820s through the 1850s. Illustrate how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.

HIS 12: [12] Describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.

Geography

A. Spatial Thinking Skills

GEO 13: [13] Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.

B. Human Systems

GEO 14: [14] Analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States. Explain how this sometimes resulted in unintended environmental consequences.

GEO 15: [15] Describe the movement of people, products and ideas that resulted in new patterns of settlement and land use and analyze its impact on the political and economic development of the United States.

GEO 16: [16] Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

GEO 17: [17] Identify the developments that helped bring about a common national identity for Americans and describe the democratic ideals around which that identity is based.

Government

A. Civic Participations and Skills

GOV 18: [18] Explain how participation in social and civic groups can lead to the attainment of individual and public goals.

GOV 19: [19] Explain how media and communication technology influence public opinion.

B. Roles and Systems of Government

GOV 20: [20] Describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.

GOV 21: [18] Describe and evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government.

Economics

A. Economic Decision Making and Skills

ECO 22: [22] Analyze how choices made by individuals, businesses and governments have both present and future consequences.

B. Production and Consumption

ECO 23: [23] Analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.

C. Markets

ECO 24: [24] Explain the impact government can have on markets by spending, regulating, taxing and creating trade barriers.

D. Financial Literacy

ECO 25: [25] Demonstrate how effective management of one's personal finances includes using basic banking services (e.g., savings accounts, checking accounts) and credit.

Pro-Core - ODE Social Studies Standards ***American History 9/10 Learning Expectations****

Historic Documents

- HIS 1: [5] Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas.
- HIS 2: [6] Show how the Northwest Ordinance established a precedent for governing the United States.
- HIS 3: [7] Develop an argument that a particular provision of the Constitution of the United States would help address a problem facing the U.S. in the 1780s.
- HIS 4: [8] Compare the arguments of the Federalists/Anti-Federalists on a common topic related to the ratification of the Constitution of the U.S. and hypothesize why the winning argument was more persuasive.
- HIS 5: [9] Cite evidence for historical precedents to the rights incorporated in the Bill of Rights.

Industrialization and Progressivism

- IND 6: [10-11] Analyze the events that led to the U.S. transitioning from an agrarian to an urban industrial society. Explain the social and economic effects of industrialization following Reconstruction.
- IND 7: [12] Analyze and evaluate how immigration, internal migration and urbanization transformed American life.
- IND 8: [13] Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States. Describe institutionalized racist practices in post-Reconstruction America.
- IND 9: [14] Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization and political corruption.

Foreign Affairs from Imperialism to Post World War I

- FOR 10: [15] Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.
- FOR 11: [16] Explain why and how the United States moved to a policy of isolationism following World War I.

Prosperity, Depression and the New Deal

- PRO 12: [17-18] Describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after WWI. Describe how improvements in, technology, transportation and industry resulted in social and cultural changes and tensions.
- PRO 13: [19] Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage and Prohibition.
- PRO 14: [20] Describe how the federal government's monetary policies, stock market speculation and increasing consumer debt led to the Great Depression and explain the federal government's role in combating this.
- PRO 15: [21] Analyze the reasons for American isolationist sentiment in the interwar period.
- PRO 16: [22] Identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II.

The Cold War

- COL 17: [23] Summarize how atomic weapons have changed the nature of war, altered the balance of power and started the nuclear age.
- COL 18: [24-25] Analyze the policy of containment the United States followed during the Cold War in response to the spread of communism. Explain the events that reflected American fears during the Cold War.
- COL 19: [26] Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1992.
- COL 20: [27] Explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War era.

Social Transformations in the United States

SOC 21: [28] Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.

SOC 22: [29-30] Describe how American life in the postwar period was impacted by the postwar economic boom and by advances in science. Analyze the social and political effects immigration both internally and from passage of the 1965 Immigration Act.

SOC 23: [31] Explain why the government's role in the economy, environmental protection, social welfare and national security became the topic of political debates between 1945 and 1994.

United States and the Post-Cold War World

UNI 24: [32] Analyze how the U.S. economy has been impacted by global communications, international trade, transnational business organizations, overseas competition & the shift from manufacturing to service industries.

UNI 25: [33] Describe political, national security and economic challenges the United States faced in the post-Cold War period and following the attacks on Sept. 11, 2001.

***Historical Thinking Skills** are to be incorporated into each unit

Pro-Core - ODE Social Studies Standards ***American Government 10/11 Learning Expectations***

Civic Involvement

- CIV 1: [1] Devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.
- CIV 2: [2] Select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result in resolving the civic issue.
- CIV 3: [3] Prepare a collection of documents pertaining to a civic issue that contains examples from at least two distinct information types, explain how each source is relevant, describe the perspective or position of each source and evaluate the credibility of each source.
- CIV 4: [4] Identify a civic issue and explain how persuasion, compromise, consensus building and/or negotiation were used to resolve the opposing positions on the issue.

Basic Principles of the U.S. Constitution

- BAS 5: [5] Explain in context one of the basic principles which help define the government of the United States.
- BAS 6: [6] Cite arguments from the Federalist Papers and/or the Anti-Federalist Papers that supported their position on the issue of how well the Constitution upheld the principle of limited government.
- BAS 7: [7] Select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles which help define the government of the United States and summarize the nature of the change.
- BAS 8: [8] Relate one of the arguments over the need for a bill of rights to the wording of one of the first 10 Amendments to the Constitution of the United States.
- BAS 9: [9] Summarize how the 13th through the 15th Amendments addressed the aftermath of slavery and the Civil War.
- BAS 10: [10] Summarize how the 16th through the 19th Amendments addressed the calls for reform during the Progressive Era.
- BAS 11: [11] Cite evidence to show that the Constitution of the United States has been repeatedly amended to extend suffrage to disenfranchised groups.
- BAS 12: [12] Explain the historical circumstances surrounding the adoption of constitutional amendments pertaining to presidential election, terms and succession.
- BAS 13: [13] Describe the unique circumstances surrounding the adoption of Amendments 11, 21 and 27.

Structure and Functions of the Federal Government

- STR14: [14] Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.
- STR 15: [15] Use historical or contemporary examples of interactions among two or three branches of the federal government to analyze the political dynamics involved.

Role of the People

- ROL 16: [16] Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.
- ROL 17: [17] Identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people.

Ohio's State and Local Governments

- OHI 18: [18] Provide examples of how the 1851 Ohio Constitution addressed difficulties in governing Ohio at that time.

OHI 19: [19] Determine how the Ohio Constitution complements the federal structure of government in the United States and compare the structures, powers and relationships between both levels of government as defined in the Constitution of Ohio and the Constitution of the United States.

OHI 20: [20] Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities.

Public Policy

PUB 21: [21] Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.

PUB 22: [22] Take different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch (agency) of the government.

Government and the Economy

GOV 23: [23] Explain how the federal government uses spending and tax (fiscal) policy to effect changes in the nation's economic conditions.

GOV 24: [24] Explain how 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.

Pro-Core - ODE Social Studies Standards ***Modern World History 11/12 Learning Expectations****

Age of Enlightenment (1600-1800)

- ENL 1: [5] Describe how the Scientific Revolution's impact on religious, political and cultural institutions challenged how people viewed the world.
- ENL 2: [6] Recognize that Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.
- ENL 3: [7] Analyze how Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.

Age of Revolutions (1750-1914)

- REV 4: [8] Explain how Enlightenment ideas influenced the American Revolution, French Revolution and Latin American wars for independence.
- REV 5: [9] Analyze the social, political and economic effects of industrialization on Western Europe and the world.

Imperialism (1800-1914)

- IMP 6: [10] Describe the political, economic and social roots of imperial expansion.
- IMP 7: [11] Describe how imperialism involved land acquisition, extraction of raw materials, the spread of Western values and maintenance of political control.
- IMP 8: [12] Describe how the consequences of imperialism were viewed differently by the colonizers and the colonized.

Achievements and Crises (1900-1945)

- ACH 9: [13] Select examples of advancements in technology, communication and transportation and explain how some have improved lives and others have had negative consequences.
- ACH 10: [14] Explain how militarism, imperialism, nationalism and alliances were causes of World War I.
- ACH 11: [15] Explain how 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.
- ACH 12: [16] Explain how and why 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.
- ACH 13: [17] Describe how World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age.

The Cold War (1945-1991)

- COL 14: [18] Analyze how the United States and the Soviet Union became superpowers and competed for global influence.
- COL 15: [19] Describe how treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.
- COL 16: [20] Explain how religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.
- COL 17: [21] Explain how postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.
- COL 18: [22] Explain examples of how political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

Globalization (1991-Present)

GLO 19: [23] Describe how the breakup of the Soviet Union ended the Cold War and analyze the challenges it created for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.

GLO 20: [24] Describe how regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.

GLO 21: [25] Select an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination.

GLO 22: [26] Analyze the factors that have created a more interdependent global economy since 1991.

GLO 23: [27] Describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.

GLO 24: [28] Describe societal and governmental challenges resulting from the rapid increase of global population, increased life expectancy and mass migrations.

GLO 25: [29] Describe the reasons for the new environmental consciousness and movement for sustainability.

***Historical Thinking Skills** are to be incorporated into each unit