

SOCIAL STUDIES STANDARDS

Grade – Tenth

Standard

Benchmark

Indicators

History

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

By the end of the 9 – 10 program, Students will . . .

- A. Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.
- B. Explain the social, political and economic effects of industrialization.
- C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.
- D. Connect developments related to World War I with the onset of World War II.
- E. Analyze connections between World War II, the Cold War and contemporary conflicts.
- F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

- 1. Explain the effects of industrialization in the United States in the 19th century including:
 - a. Changes in work and the workplace;
 - b. Immigration and child labor and their impact on the labor force;
 - c. Modernization of agriculture;
 - d. Urbanization;
 - e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture.
- 2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on:
 - a. Laissez-faire policies;
 - b. Monopolies;
 - c. Standard of living.
- 3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including:
 - a. Unregulated working conditions;
 - b. Laissez-faire policies toward big business;
 - c. Violence toward supporters of organized labor.

SOCIAL STUDIES STANDARDS

Grade – Tenth

Standard

Benchmark

Indicators

By the end of the 9 – 10 program,
Students will . . .

4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:
 - a. Urban reforms;
 - b. Conservation;
 - c. Business regulation and antitrust legislation;
 - d. The movement for public schooling;
 - e. The regulation of child labor.
5. Trace the development of the United States as a world power with emphasis on:
 - a. The Spanish-American War;
 - b. U.S. imperialism in the Far East, South Pacific, Caribbean and Central America.
6. Trace the development of the United States as a world power with emphasis on:
 - a. The decision to enter into World War I;
 - b. President Wilson's Fourteen Points;
 - c. The Treaty of Versailles;
 - d. The decision of the United States not to participate in the League of Nations.

SOCIAL STUDIES STANDARDS

Grade – Tenth

Standard

Benchmark

Indicators

By the end of the 9 – 10 program,
Students will . . .

7. Analyze the impact of U.S. participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.
8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:
 - a. The Marshall Plan;
 - b. Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis;
 - c. The Korean War and the Vietnam War.
9. Analyze the major political, economic and social developments of the 1920s including:
 - a. The Red Scare;
 - b. Women's right to vote;
 - c. African-American migrations from the South to the North;
 - d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan;
 - e. The Roaring Twenties and the Harlem Renaissance;
 - f. Stock market speculation and the stock market crash of 1929.

SOCIAL STUDIES STANDARDS

Grade – Tenth

Standard

Benchmark

Indicators

By the end of the 9 – 10 program,
Students will . . .

- 10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:
 - a. The Great Depression;
 - b. The Dust Bowl;
 - c. The New Deal.
- 11. Analyze the impact of U.S. participation in World War II with emphasis on:
 - a. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce;
 - b. The internment of Japanese Americans.
- 12. Explain major domestic developments after 1945 with emphasis on:
 - a. Postwar prosperity in the United States;
 - b. McCarthyism;
 - c. The space race;
 - d. Immigration patterns.
- 13. Trace social unrest, protest and change in the United States including:
 - a. Antiwar protest during the Vietnam War;
 - b. The counterculture movement;
 - c. The women's liberation movement.

SOCIAL STUDIES STANDARDS

Grade – Tenth

Standard

Benchmark

Indicators

By the end of the 9 – 10 program,
Students will . . .

- 14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:
 - a. *Brown v. Board of Education*;
 - b. Changes in goals and tactics of leading civil rights advocates and organizations;
 - c. The linkages between the civil rights movement and movements to gain justice for other minority groups.

SOCIAL STUDIES STANDARDS

Grade – Tenth

Standard

Benchmark

Indicators

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings

By the end of the 9 – 10 program, Students will . . .

- A. Analyze the influence of different cultural perspectives on the actions of groups.
- B. Analyze the consequences of oppression, discrimination and conflict between cultures.
- C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

1. Describe how the perspectives of cultural groups helped to create political action groups such as:
 - a. The National Association for the Advancement of Colored People (NAACP);
 - b. National Organization for Women (NOW);
 - c. American Indian Movement (AIM);
 - d. United Farm Workers.
2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.
3. Explain how Jim Crow laws legalized discrimination based on race.
4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.
5. Explain the effects of immigration on society in the United States:
 - a. Housing patterns;
 - b. Political affiliation;
 - c. Education system;
 - d. Language;
 - e. Labor practices;
 - f. Religion.

SOCIAL STUDIES STANDARDS

Grade – Tenth

Standard

Benchmark

Indicators

Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

By the end of the 9 – 10 program,
Students will . . .

- A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.
- B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.
- C. Analyze the patterns and processes of movement of people, products and ideas.

- 1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including:
 - a. Urban areas;
 - b. Wilderness;
 - c. Farmland;
 - d. Centers of industry and technology.
- 2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.
- 3. Analyze the geographic processes that contributed to changes in American society including:
 - a. Industrialization and post industrialization;
 - b. Urbanization and suburbanization;
 - c. Immigration.

SOCIAL STUDIES STANDARDS

Grade – Tenth

Standard

Benchmark

Indicators

Economics

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

By the end of the 9 – 10 program,
Students will . . .

- A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.
- B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.

1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.
2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.
3. Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.
4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.
5. Analyze the impact of the Great Depression and World War II on the economy of the United States and the resulting expansion of the role of the federal government.

SOCIAL STUDIES STANDARDS

Grade – Tenth

Standard

Benchmark

Indicators

Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

By the end of the 9 – 10 program, Students will . . .

- A. Analyze the evolution of the Constitution through post Reconstruction amendments and Supreme Court decisions.
- B. Analyze the differences among various forms of government to determine how power is acquired and used.

- 1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:
 - a. Plessy v. Ferguson;
 - b. Brown v. Board of Education;
 - c. Regents of the University of California v. Bakke.
- 2. Explain why the 19th and 26th Amendments were enacted and how they affected individuals and groups.

SOCIAL STUDIES STANDARDS

Grade – Tenth

Standard

Benchmark

Indicators

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

By the end of the 9 – 10 program, Students will . . .

- A. Analyze ways people achieve governmental change, including political action, social protest and revolution.
- B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.

1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on:
 - a. Extension of suffrage;
 - b. Labor legislation;
 - c. Civil rights legislation;
 - d. Military policy;
 - e. Environmental legislation;
 - f. Business regulation;
 - g. Educational policy.
2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:
 - a. Women's suffrage movement of the late 1800s;
 - b. Civil rights movement of the 1960s;
 - c. Student protests during the Vietnam War.

SOCIAL STUDIES STANDARDS

Grade – Tenth

Standard

Benchmark

Indicators

- c. National security;
- d. Libel or slander;
- e. Public safety;
- f. Equal opportunity.
- 4. Analyze instances in which the rights of individuals were restricted including:
 - a. Conscientious objectors in World War I;
 - b. Immigrants during the Red Scare;
 - c. Intellectuals and artists during the McCarthy Era;
 - d. African-Americans during the civil rights movement.

By the end of the 9 – 10 program,
Students will . . .

- 3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including:
 - a. Clear and present danger;
 - b. Compelling government interest;

SOCIAL STUDIES STANDARDS

Grade – Tenth

Standard

Benchmark

Indicators

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

By the end of the 9 – 10 program,
Students will . . .

- A. Evaluate the reliability and credibility of sources.
- B. Use data and evidence to support or refute a thesis.

1. Determine the credibility of sources by considering the following:
 - a. The qualifications and reputation of the writer;
 - b. Agreement with other credible sources;
 - c. Recognition of stereotypes;
 - d. Accuracy and consistency of sources;
 - e. The circumstances in which the author prepared the source.
2. Critique evidence used to support a thesis.
3. Analyze one or more issues and present a persuasive argument to defend a position.