

SOCIAL STUDIES STANDARDS

Grade – Eleventh

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 11 - 12 program,
Students will . . .

- A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.
- B. Use historical interpretations to explain current issues.

- 1. Evaluate the limitations and the opportunities that result from decisions made in the past including:
 - a. Electoral College;
 - b. Direct election of senators;
 - c. Income tax;
 - d. Length of terms of elected and appointed officials.
- 2. Trace key Supreme Court decisions related to a provision of the Constitution (e.g., cases related to reapportionment of legislative districts, free speech or separation of church and state).

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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 11 - 12 program, Students will . . .

- A. Analyze how issues may be viewed differently by various cultural groups.
- B. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.
- C. Explain the role of diverse cultural institutions in shaping American society.

1. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups:
 - a. Indian policies;
 - b. Immigration laws;
 - c. Segregation policies;
 - d. Selective service laws.
2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.
3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the U.S. society and economy including:
 - a. Naturalization;
 - b. Voting rights;
 - c. Racial integration;
 - d. Affirmative action.
4. Explain how the United States has been affected politically, economically and socially by its multicultural diversity (e.g., work force, new ideas and perspectives, and modifications to culture).

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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 11 - 12 program, Students will . . .

- A. Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.
- B. Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.
- C. Use appropriate data sources and geographic tools to analyze and evaluate public policies.

- 1. Explain how government decisions reflect a society's values about land use (e.g., zoning, park development or toxic waste disposal).
- 2. Analyze and evaluate the consequences of a governmental policy that affects the physical characteristics of a place or region.
- 3. Compare and evaluate alternative public policies for the use of land and natural resources at all levels of government.
- 4. Identify and analyze the changing political geography at the local, state, national and international levels including:
 - a. Annexation;
 - b. Zoning;
 - c. Congressional reapportionment;
 - d. Changes in international boundaries.

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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 11 - 12 program, Students will . . .

- A. Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.
- B. Identify factors which inhibit or spur economic growth and cause expansions or recessions.
- C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.
- D. Analyze the role of fiscal and regulatory policies in a mixed economy.
- E. Explain the use of a budget in making personal economic decisions and planning for the future.

- 1. Explain the effects of shortages, surpluses and government-enforced controls on prices.
- 2. Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers and investors.
- 3. Explain the impact of inflation on economic behavior.
- 4. Describe the functions of the components that make up an economic system and describe the relationships among them including:
 - a. Business;
 - b. Productive resources;
 - c. Financial institutions;
 - d. Government;
 - e. Consumers.
- 5. Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market.
- 6. Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the:
Consumer Price Index;
 - a. Unemployment rate;
 - b. Gross Domestic Product (GDP).

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By the end of the 11 - 12 program,
Students will . . .

7. Explain how countries use their comparative advantage to produce goods and services for trade with other countries.
8. Explain the effects of specialization, interdependence and trade on the United States and other countries.
9. Explain how changes in exchange rates affect consumers and producers.
10. Analyze issues related to the use of different types of taxes to fund public goods and services including:
 - a. Proportional tax;
 - b. Progressive tax;
 - c. Regressive tax.
11. Explain why incomes will differ in the labor market depending on supply and demand for skills, abilities and education levels.
12. Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.

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By the end of the 11 - 12 program,
Students will . . .

- 13. Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources including:
 - a. Budgets;
 - b. Savings;
 - c. Investments;
 - d. Credit;
 - e. Philanthropy.
- 14. Describe how interest rates affect savers and borrowers.

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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 11 - 12 program, Students will . . .

- A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.
- B. Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.
- C. Analyze how citizens participate in the election process in the United States.

1. Analyze the actions of the U.S. government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good.
2. Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.
3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights.
4. Describe the changing relationship among the levels of government in the U.S. federal system, and evaluate applications of the principle of federalism for serving the public good and protecting individual rights.
5. Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of the government.
6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution.

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By the end of the 11 - 12 program,
Students will . . .

7. Explain the philosophical foundations of the American political system as outlined in the Declaration of Independence, the U.S. Constitution and the Federalist Papers with emphasis on the basic principles of natural rights.
8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on:
 - a. Concurrent powers;
 - b. Reserved powers;
 - c. Implied powers;
 - d. Expressed powers.
9. Explain how interpretations of the basic principles found in the U.S. Constitution have changed over time.
10. Explain the importance of the privilege of habeas corpus and the constitutional prohibitions against bills of attainder and ex post facto laws.
11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process.

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By the end of the 11 - 12 program,
Students will . . .

12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on:

- a. Appointments;
- b. Primary and general elections;
- c. The Electoral College;
- d. Recall;
- e. Impeachment.

13. Explain the use of the initiative and referendum in the government of Ohio.

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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 11 - 12 program, Students will . . .

- A. Evaluate various means for citizens to take action on a particular issue.
- B. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.

1. Analyze historical and contemporary examples of citizen movements to bring about political change (e.g., Mothers Against Drunk Driving [MADD], NOW, Common Cause, AACP and Eagle Forum).
2. Choose an effective method of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances.
3. Explain how an individual participates in primary and general elections including:
 - a. Registering to vote;
 - b. Identifying the major duties, responsibilities and qualifications required for a particular position;
 - c. Becoming informed about candidates and issues;
 - d. Declaring or changing party affiliation;
 - e. Obtaining, marking and depositing a ballot.
4. Compare the rights of citizens and resident aliens.

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By the end of the 11 - 12 program,
Students will . . .

5. Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through:
 - a. Legislation;
 - b. The role of the judiciary in upholding rights;
 - c. The role of citizens exercising their rights.
6. Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy including:
 - a. Behaving in a civil manner;
 - b. Being fiscally responsible;
 - c. Accepting responsibility for the consequences of one's actions;
 - d. Practicing civil discourse;
 - e. Becoming informed on public issues;
 - f. Voting;
 - g. Taking action on public issues;
 - h. Providing public service;
 - i. Serving on juries.

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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 11 - 12 program, Students will . . .

- A. Obtain and evaluate information from public records and other resources related to a public policy issue.
- B. Critique data and information to determine the adequacy of support for conclusions.
- C. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.
- D. Work in groups to analyze an issue and make decisions.

- 1. Identify a current public policy issue and arguments relative to the issue.
- 2. Determine criteria by which arguments will be judged.
- 3. Identify advocacy groups and obtain public policy information they produce.
- 4. Adjust a research question or topic based on information obtained while conducting research.
- 5. Choose a position on an issue and develop a rationale for that position.
- 6. Critique the conclusions drawn from survey and research data by questioning:
 - a. Sample size;
 - b. Demographics;
 - c. The sponsoring organization;
 - d. Logic of the conclusions reached.
- 7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).
- 8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences.