



Ohio

Ohio's Model Curriculum Social Studies

ADOPTED JUNE 2019

Table of Contents

Table of Contents.....	2
Introduction to Ohio's Model Curriculum	3
Social Studies Model Curriculum, K-8.....	4
Kindergarten	4
Strand: History.....	4
Strand: Geography.....	6
Strand: Government.....	8
Strand: Economics	9
Grade 1	10
Strand: History.....	10
Strand: Geography.....	11
Strand: Government.....	13
Strand: Economics	14
Grade 2	16
Strand: History.....	16
Strand: Geography.....	18
Strand: Government.....	20
Strand: Economics	22
Grade 3	24
Strand: History.....	24
Strand: Geography.....	26
Strand: Government.....	28
Strand: Economics	31
Grade 4	34
Strand: History.....	34
Strand: Geography.....	39
Strand: Government.....	42
Strand: Economics	45
Grade 5	46
Strand: History.....	46
Strand: Geography.....	49
Strand: Government.....	56
Strand: Economics	58
Grade 6	62
Strand: History	62
Strand: Geography.....	63
Strand: Government.....	67
Strand: Economics	69
Grade 7	73
Strand: History	73
Strand: Geography.....	79
Strand: Government.....	81
Strand: Economics	83
Grade 8	85
Strand: History	85
Strand: Geography.....	94
Strand: Government.....	97
Strand: Economics	99
Social Studies Model Curriculum, High School	101
American History.....	101
American Government.....	121
Modern World History	134
Economics and Financial Literacy	149
Contemporary World Issues	164
World Geography.....	176

Introduction to Ohio's Model Curriculum

Ohio's Social Studies Model Curriculum complements Ohio's Learning Standards for Social Studies, adopted by the State Board of Education in 2018. Teachers may use the learning standards as a foundation for instruction and the Model Curriculum as a tool to support instructional planning. This document includes content elaborations that clarify and support the learning standards for teachers. Expectations for learning are statements that specify what students should know and be able to do. They also provide guidance for how students may be assessed.

Following the adoption of Ohio's Learning Standards for Social Studies, the Ohio Department of Education recruited teams of educators to develop the Social Studies Model Curriculum. Stakeholders commented on suggested changes to a draft of the K-12 Model Curriculum during a month-long survey that closed in September 2018. The Department incorporated these suggestions into the model curriculum, where appropriate. The State Board of Education adopted the Model Curriculum in June 2019.

Each Child, Our Future and Social Studies

[*Each Child, Our Future*](#) is Ohio's five-year strategic plan to ensure each student enjoys a bright future thanks to an excellent pre K-12 education experience. The plan's vision is for each child to be challenged to discover and learn, be prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society.

Ohio's Learning Standards and Model Curriculum for Social Studies support students' acquisition of foundational knowledge and skills, well-rounded content, leadership and reasoning skills, and social-emotional learning, the four equal learning domains *Each Child, Our Future* recognizes as contributing to the success of the whole child.

Social Studies Model Curriculum, K-8

Kindergarten

STRAND: HISTORY

TOPIC: HISTORICAL THINKING AND SKILLS	
Content Statement	
1. Time can be measured.	
CONTENT ELABORATION	Children use chronological vocabulary to distinguish broad categories of time. These early skills are foundational to an understanding of chronological order and timelines.
Examples of chronological vocabulary include:	<ul style="list-style-type: none"> • past: long ago, yesterday, last week, last month, last year, before kindergarten; • present: today, now, right now, kindergarten; and • future: tomorrow, next week, next month, next year, first grade.
EXPECTATIONS FOR LEARNING	Use chronological vocabulary correctly.
Content Statement	
2. Personal history can be shared through stories and pictures.	
CONTENT ELABORATION	As children begin developing a sense of time, they can practice talking about personal stories of their past (e.g., birth, toddler, and preschool).
At this level, children begin to share their personal histories through conversation, dramatic play, drawing pictures, writing, and other appropriate representations.	
EXPECTATIONS FOR LEARNING	Communicate personal history through stories and pictures.

Kindergarten continued

TOPIC: HERITAGE	
Content Statement	
3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and language.	
CONTENT ELABORATION	Heritage includes the ideas and events from the past that have shaped the world as it is today. Evidence of heritage is revealed through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and languages of groups of people. Children have opportunities to share family customs, traditions, and celebrations to develop cultural awareness. Children can talk about the significance of family celebrations and why they are important.
EXPECTATIONS FOR LEARNING	Explain with words and/or pictures the art, customs, traditions, family celebrations, and languages that reflect diverse cultural heritage.
Content Statement	
4. Symbols and practices of the United States include the flag, Pledge of Allegiance, and the National Anthem. Other nations are represented by symbols and practices, too.	
CONTENT ELABORATION	Kindergarten children learn what it means to be a citizen of the United States and how a citizen shows respect for the nation. Children begin to recognize the symbols of the United States and understand that other nations are represented by symbols and practices, too. The American flag is the most commonly recognized symbol. Children also begin to learn about traditional practices of citizenship, like reciting the Pledge of Allegiance and listening to the National Anthem.
EXPECTATIONS FOR LEARNING	Identify the American flag as a symbol of the United States and the Pledge of Allegiance and the National Anthem as practices of the United States. Recognize that other nations are represented by symbols and practices.

Kindergarten continued

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement**

5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.

CONTENT ELABORATION

A foundational concept for spatial thinking is relative location (the location of a place relative to other places).

Children can describe the relative location of familiar places such as where their home is relative to the location of the school, playground, hospital, grocery store. Children also should be able to use symbols to talk about relative location.

Terms related to direction and distance include: up/down, over/under, here/there, front/back, behind/in front of.

Symbols can include: letters, numbers, logos, street signs and addresses, as well as landmarks like hospitals, schools, and fire departments.

EXPECTATIONS FOR LEARNING

Describe the relative location of a familiar place using appropriate terms.

Content Statement

6. Models and maps represent real places.

CONTENT ELABORATION

Building on the concept of location, children begin to understand that familiar places can be described using models and maps.

Children can practice making models and maps of places.

This is a foundational concept for children being able to locate and identify places on maps in grade one.

EXPECTATIONS FOR LEARNING

Create models and maps of places.

TOPIC: HUMAN SYSTEMS**Content Statement**

7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.

CONTENT ELABORATION

Food, clothing and shelter are basic needs for humans. The physical environment provides resources to meet those needs. Humans impact the physical environment when they use those resources.

Have children identify natural resources such as water, trees (lumber used to build our homes), soil and sunlight.

EXPECTATIONS FOR LEARNING

Identify natural resources that are used in the children's daily lives.

Kindergarten continued

TOPIC: HUMAN SYSTEMS**Content Statement****8. Individuals are unique but share common characteristics of multiple groups.****CONTENT ELABORATION**

Individuals have unique characteristics (e.g., hair and eye color, stature, language, skin color). These same characteristics can be used to establish groups of people that share a particular characteristic.

Individuals can be members of more than one group (e.g., brown eyes, short stature, language spoken and skin color groups).

EXPECTATIONS FOR LEARNING

Identify ways that individuals in the family, school and community are unique and ways that they are the same.

Kindergarten continued

STRAND: GOVERNMENT

TOPIC: CIVIC PARTICIPATION AND SKILLS

Content Statement

9. Individuals share responsibilities and take action toward the achievement of common goals in homes, schools, and communities.

CONTENT ELABORATION

Each person in the home, school, and community has responsibilities. When individuals share these responsibilities, group goals are more easily accomplished.

For example, children can share responsibilities to take care of a classroom garden.

EXPECTATIONS FOR LEARNING

Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.

TOPIC: RULES AND LAWS

Content Statement

10. The purpose of rules and authority figures is to provide order, security, and safety in the home, school and community.

CONTENT ELABORATION

Authority figures such as parents, principals, teachers, and police officers use rules for particular settings.

Rules are established to provide order, security, and safety.

EXPECTATIONS FOR LEARNING

Explain the purpose for rules at home and in the school and community.

Kindergarten continued

STRAND: ECONOMICS

TOPIC: SCARCITY

Content Statement

11. Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.

CONTENT ELABORATION

People make decisions every day to satisfy their wants. Others are influenced in some way by every decision that is made.

For example, if one student playing in the block corner decides to use all of the triangles, no one else can use them.

EXPECTATIONS FOR LEARNING

Explain how a decision about an individual want can impact others.

TOPIC: PRODUCTION AND CONSUMPTION

Content Statement

12. Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy an individual's wants.

CONTENT ELABORATION

Goods are objects that satisfy people's wants, such as:

- bicycles;
- books;
- gasoline;
- clothing; and
- toys.

Services are activities that satisfy people's wants, such as:

- fast food (food service);
- doctors (medical services);
- lawn care (lawn fertilizing and cutting service);
- pet sitting (pet feeding and walking);
- banks (money holding and check cashing);
- auto repair (fixes cars); and
- childcare.

EXPECTATIONS FOR LEARNING

Identify goods and services.

Grade 1

STRAND: HISTORY

TOPIC: HISTORICAL THINKING AND SKILLS	
Content Statement	
1. Time can be divided into categories (e.g., months of the year, past, present, and future).	
CONTENT ELABORATION	Children continue to build on their understanding of chronological order. Timelines and calendars are introduced in grade two. Children distinguish between the past, present and future as they talk about events from their own daily lives. Children begin to use vocabulary that supports their understanding of the divisions of time, such as months of the year, past, present and future.
EXPECTATIONS FOR LEARNING	Use vocabulary correctly to distinguish categories of time.
Content Statement	
2. Photographs, letters, artifacts, and books can be used to learn about the past.	
CONTENT ELABORATION	Photographs, letters, artifacts, and books provide children a first opportunity to interpret primary sources. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event. At this level, children begin to talk about photographs, letters, artifacts, and books to learn about their past, if these resources are available.
EXPECTATIONS FOR LEARNING	Communicate information and draw conclusions about the past using photographs, letters, artifacts, and books.
TOPIC: HERITAGE	
Content Statement	
3. The ways basic human needs are met have changed over time.	
CONTENT ELABORATION	Humans need food, clothing, and shelter to survive. While the basic needs have not changed over time, the way humans meet those needs has changed from past to present.
EXPECTATIONS FOR LEARNING	Compare the way families met basic needs in the past with the way they are met today.

Grade 1 continued

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement****4. Maps can be used to locate and identify places.****CONTENT ELABORATION**

Maps are representations of areas on Earth's surface. Maps and models are used to locate familiar places in the classroom, school, or neighborhood.

Children can also be introduced to maps of the local community, Ohio, and the United States.

EXPECTATIONS FOR LEARNING

Use maps to locate and identify familiar places in the classroom, school, or neighborhood.

TOPIC: PLACES AND REGIONS**Content Statement****5. Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).****CONTENT ELABORATION**

Places are locations having distinctive characteristics, which give them meaning and character and distinguish them from other locations.

For grade one students, physical features can include lakes, rivers, hills, mountains, and forests.

Human characteristics can refer to places in the local community including towns, cities, farms, parks, playgrounds, and houses.

EXPECTATIONS FOR LEARNING

Describe physical and human characteristics of different places in the local community.

TOPIC: HUMAN SYSTEMS**Content Statement****6. Families interact with the physical environment differently in different times and places.****CONTENT ELABORATION**

People depend on the physical environment for food, clothing, shelter, transportation, and recreation.

Families interact differently with the physical environment based upon times (past and present) and places (different physical environments). For example, families in Alaska used to light their homes with whale oil. Today, most of the homes use electricity.

EXPECTATIONS FOR LEARNING

Describe the way families in different places interact with the physical environment.

Compare the way families interacted with the physical environment in the past with the way they interact today.

Grade 1 continued

TOPIC: HUMAN SYSTEMS**Content Statement****7. Diverse cultural practices address basic human needs in various ways and may change over time.****CONTENT ELABORATION**

Culture is the learned behavior of a group of people, which includes their belief systems, languages, social relationships, institutions, and organizations, and their material goods such as food, clothing, buildings, tools, and machines.

Basic human needs of food, clothing, shelter, language, and artistic expression are met in a variety of ways that are shaped by the culture.

Cultural practices (ways of life that are unique to the inhabitants of a particular area) tend to change over time as technology advances. For example, in North America, horses were used to plow agricultural fields, but tractors are widely used today.

EXPECTATIONS FOR LEARNING

Describe how different cultures satisfy basic needs and how this may change over time.

Grade 1 continued

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement**

8. Individuals have a responsibility to take action toward the achievement of common goals in homes, schools, and communities and are accountable for those actions.

CONTENT ELABORATION

Students share responsibilities and take action toward common goals. Individuals make choices that impact their homes, schools, and communities.

EXPECTATIONS FOR LEARNING

Demonstrate an understanding of accountability for personal actions at home, school, and the community.

Content Statement

9. Collaboration requires group members to respect the rights and opinions of others.

CONTENT ELABORATION

As children work and play collaboratively, they understand the importance of fair play, good sportsmanship, respect for the rights and opinions of others, and the idea of treating others the way they want to be treated.

This builds to an understanding of perspective and concern for the common good.

EXPECTATIONS FOR LEARNING

Collaborate in a way that demonstrates respect for the rights and opinions of others.

TOPIC: RULES AND LAWS**Content Statement**

10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

CONTENT ELABORATION

Building on the concept of the purpose for rules in the home, school, and community, students will understand that there are different rules in different settings.

Students understand that rules need to be fair. Fair means justice for all parties.

There are consequences for breaking rules.

EXPECTATIONS FOR LEARNING

Identify and explain why there are different rules for different settings.

Explain why rules need to be guided by the principle of fairness and why rules include consequences for those who break them.

Grade 1 continued

STRAND: ECONOMICS**TOPIC: SCARCITY****Content Statement****11. Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.****CONTENT ELABORATION**

Wants are unlimited and resources are limited (scarce), thereby forcing individuals to make choices. For example, an individual can buy a new bicycle or a new computer game but does not have money for both.

EXPECTATIONS FOR LEARNING

Explain the relationship between wants and resources.

Explain how and why people must make economic choices.

TOPIC: PRODUCTION AND CONSUMPTION**Content Statement****12. People produce and consume goods and services in the community.****CONTENT ELABORATION**

People in the community work at jobs where they produce goods and services.

Goods are objects that are capable of satisfying people's wants (e.g., homes, cars, furniture, food, clothing).

Services are actions that are capable of satisfying people's wants (e.g., medical care, restaurants, hotels, lawn mowing, babysitting).

People also are consumers in the community. Consumer wants are satisfied by using goods and services.

People can be both producers and consumers.

EXPECTATIONS FOR LEARNING

Demonstrate how people are producers and consumers in the community.

TOPIC: MARKETS**Content Statement****13. People trade to obtain goods and services they want.****CONTENT ELABORATION**

Individuals are incapable of producing every good or service they want, so they trade to obtain goods and services in their community.

- Goods include homes, cars, furniture, food, clothing.
- Services include medical care, restaurants, hotels, lawn mowing, babysitting.

EXPECTATIONS FOR LEARNING

Explain why people trade.

Grade 1 continued

TOPIC: FINANCIAL LITERACY**Content Statement****14. Currency is used as a means of economic exchange.****CONTENT ELABORATION**

People obtain goods and services by exchanging them for money (currency). Currency is the money in circulation in any country.

Economic exchange refers to an economic transaction where goods or services are transferred from the provider for a return of relative value.

EXPECTATIONS FOR LEARNING

Demonstrate the use of currency in an economic exchange by making a real or pretend transaction.

Grade 2

STRAND: HISTORY

TOPIC: HISTORICAL THINKING AND SKILLS	
Content Statement	
1. Time can be shown graphically on calendars and timelines.	
CONTENT ELABORATION	<p>In kindergarten and grade one, students practice using the language of time to place events from daily life in chronological order.</p> <p>In grade two, students use a calendar to determine the day, week, month and year. Students need to be able to list the days of the week and months of the year in order.</p> <p>Students place a series of events in chronological order on a timeline.</p>
EXPECTATIONS FOR LEARNING	<p>Measure calendar time by days, weeks, months, and years.</p> <p>Place a series of related events in chronological order on a timeline.</p>
Content Statement	
2. Change over time can be shown with artifacts, maps, and photographs.	
CONTENT ELABORATION	<p>In kindergarten and grade one, students learned that primary sources such as artifacts, maps, and photographs reveal much about daily life in the past.</p> <p>Students in grade two build on that understanding as they use primary sources to investigate change over time and to describe daily life from the past to the present.</p>
EXPECTATIONS FOR LEARNING	<p>Demonstrate how daily life has changed over time using evidence from artifacts, maps, and photographs.</p>

Grade 2 continued

TOPIC: HERITAGE	
Content Statement 3. Science and technology have changed daily life.	
CONTENT ELABORATION	Advances in science and technology have changed and continue to change the way people live. For example, communication, travel, health, recreation, and education, have changed over time.
EXPECTATIONS FOR LEARNING	Describe how science and technology have changed daily life.
Content Statement 4. Biographies can show how peoples' actions have shaped the world in which we live.	
CONTENT ELABORATION	Second grade students need to understand that actions of individuals make a difference in the world, which builds conceptually to individuals working for the common good in grade three. Biographies relate stories of people from diverse backgrounds who have contributed to our heritage. Students should look at biographies of American social and political leaders, explorers, inventors, and scientists.
EXPECTATIONS FOR LEARNING	Summarize information from a biography to describe how the actions of individuals have impacted the world today.

Grade 2 continued

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement**

5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.

CONTENT ELABORATION

In second grade, students begin to interpret the location and physical features found on maps using cardinal directions. At this level, students understand that maps can answer questions about location and human-made and natural physical features.

Map symbols represent physical characteristics of places on the map. The map key explains what each symbol means. Maps may be viewed in print or electronic format.

EXPECTATIONS FOR LEARNING

Use print and electronic maps to describe information about location of places.

Construct a map that includes a map title, key, compass rose with cardinal directions.

TOPIC: PLACES AND REGIONS**Content Statement**

6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

CONTENT ELABORATION

The human and physical characteristics of places impact the work that people do. The physical environment constrains human activity. Some locations are better than others for a specific kind of work (e.g., farming requires fertile soil and sufficient growing seasons, fishing and shipbuilding occur in coastal regions).

Human characteristics include language, religion, and population distribution (e.g., manufacturing and service jobs are located near urban areas because of the proximity to workers and consumers).

Physical characteristics include landforms, climate, soils and hydrology.

EXPECTATIONS FOR LEARNING

Explain the connection between the work people do and the human and physical characteristics of the place where they live.

Grade 2 continued

TOPIC: HUMAN SYSTEMS	
Content Statement	
7. Human activities alter the physical environment, both positively and negatively.	
CONTENT ELABORATION	<p>People depend upon the physical environment to survive and modify the physical environment to suit their needs. Adaptations have both positive and negative consequences.</p> <p>Examples of physical environment modifications include:</p> <ul style="list-style-type: none"> • Dams help control flooding and provide areas for recreation but may destroy animal habitats. • A new highway improves transportation, but valuable farmland may be destroyed.
EXPECTATIONS FOR LEARNING	Describe positive and negative results of human changes to the physical environment.
Content Statement	
8. Cultures develop in unique ways, in part through the influence of the physical environment.	
CONTENT ELABORATION	<p>Culture is the learned behavior of a group of people, which includes their belief systems, language, social relationships, institutions, and organizations. Material goods such as food, clothing, buildings, tools, and machines also are part of culture.</p> <p>Students can examine the different ways various cultures meet basic needs including:</p> <ul style="list-style-type: none"> • food; • clothing; • shelter; • language; and • artistic expression. <p>Students begin to understand that the physical environment influences the way people meet those needs.</p>
EXPECTATIONS FOR LEARNING	<p>Describe how cultures are influenced by their physical environments to meet basic needs.</p> <p>Compare various cultures from distinctly different physical environments.</p>
Content Statement	
9. Interactions among cultures lead to sharing ways of life.	
CONTENT ELABORATION	<p>As the world becomes increasingly interdependent, cultural groups have greater contact with each other, allowing them to share their ways of life through food, language, and customs. This increased contact influences the way in which people borrow, adopt, and adapt new ideas.</p> <p>The classroom or local community may provide cultural groups for study. Less diverse settings may choose to focus on other world cultures.</p>
EXPECTATIONS FOR LEARNING	Describe examples of cultural sharing with respect to food, language, and customs.

Grade 2 continued

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement****10. Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.****CONTENT ELABORATION**

Students learn that individuals are accountable for their actions. Personal accountability includes:

- making responsible choices;
- taking responsibility for personal actions;
- demonstrating self-direction in tasks within the school;
- engaging in the community (e.g., classroom, cafeteria, playground); and
- respecting self and others.

EXPECTATIONS FOR LEARNING

Demonstrate an understanding of personal accountability, including making responsible choices, taking responsibility for personal actions and respecting self and others.

Content Statement**11. Groups are accountable for choices they make and actions they take.****CONTENT ELABORATION**

As students work in groups to solve a problem or complete a task, they understand that the group is accountable for choices made and actions taken.

Students work collaboratively in groups to:

- determine goals;
- assign tasks for individuals;
- complete assigned responsibilities; and
- determine if goals are reached.

Cooperation in group settings requires personal skills such as:

- managing conflict peacefully and compromise where necessary;
- displaying courtesy to others in the group; and
- respecting self and others.

These personal skills build toward development of the social and emotional skills that students need to negotiate interactions and conflict resolutions with others.

EXPECTATIONS FOR LEARNING

Work collaboratively in a group to complete a task or solve a problem for which the group is held accountable.

Grade 2 continued

TOPIC: RULES AND LAWS**Content Statement****12. There are different rules and laws that govern behavior in different settings.****CONTENT ELABORATION**

Students explore the idea that there are different rules and laws that apply to behavior in different settings. Examples include:

- in the classroom;
- on the playground or athletic field;
- at home;
- in the community;
- on the highway;
- in personal interaction with peers and adults; and
- using technology responsibly.

EXPECTATIONS FOR LEARNING

Identify the difference between a rule and a law.

Demonstrate an understanding of the different rules and laws in different settings.

Grade 2 continued

STRAND: ECONOMICS**TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement****13. Information displayed on bar graphs can be used to compare quantities.****CONTENT ELABORATION**

A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. Bar graphs are useful in comparing quantities of economic data.

EXPECTATIONS FOR LEARNING

Construct a bar graph to compare quantities.

Analyze economic data to inform decisions.

TOPIC: SCARCITY**Content Statement****14. Resources can be used in various ways.****CONTENT ELABORATION**

Resources can be used in a variety of ways. For example, in addition to being consumed as food, a bushel of corn can be fed to cows, used to make sweetener or converted to fuel.

EXPECTATIONS FOR LEARNING

Describe various uses for a resource.

TOPIC: PRODUCTION AND CONSUMPTION**Content Statement****15. Most people around the world work in jobs in which they produce specific goods and services.****CONTENT ELABORATION**

In earlier times, families were much more self-sufficient, providing for themselves the goods and services they needed. As populations and economies grew, it became more convenient for people to buy goods and services in the marketplace. Now, people around the world work at jobs where specific goods and services are produced for an international market.

For example, farmers now specialize in a single crop like corn or soybeans rather than trying to grow everything their family needs, because those goods are available at the local grocery store.

EXPECTATIONS FOR LEARNING

Explain why most jobs produce specific goods and services.

Grade 2 continued

TOPIC: MARKETS**Content Statement****16. People use money to buy and sell goods and services.****CONTENT ELABORATION**

Money is the generally accepted medium of exchange for goods and services. Money comes in different forms including but not limited to:

- cash;
- credit card;
- debit card; and
- checks.

EXPECTATIONS FOR LEARNING

Explain how people buy and sell goods and services using forms of money.

TOPIC: FINANCIAL LITERACY**Content Statement****17. People earn income by working.****CONTENT ELABORATION**

Students understand that people earn income (money) by working at jobs. People spend the money they earn purchasing the things they need and want. People can save a portion of their income for the purchase of future goods and services.

EXPECTATIONS FOR LEARNING

Explain how people earn income.

Grade 3

STRAND: HISTORY

TOPIC: HISTORICAL THINKING AND SKILLS

Content Statement

1. Events in local history can be shown on timelines organized by years, decades, and centuries.

CONTENT ELABORATION

Using dates from historical events in the local community, students can demonstrate an understanding of units of time (years, decades, centuries) and chronological order by placing these events in sequential order on a timeline.

EXPECTATIONS FOR LEARNING

Place local historical events accurately on a timeline organized by years, decades, or centuries.

Content Statement

2. Primary and secondary sources can be used to show change over time.

CONTENT ELABORATION

Students have been using primary sources since grade one. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event.

Secondary sources are first introduced to students in grade three. Secondary sources are written after the events have taken place by people who were not present at the events. As students examine primary and secondary sources from the local community, they begin to understand the concept of change over time.

Change may be observed in:

- businesses;
- architecture;
- physical features;
- employment;
- education;
- transportation;
- technology;
- religion; and
- recreation.

EXPECTATIONS FOR LEARNING

Locate and use primary and secondary sources as evidence to describe change over time.

Grade 3 continued

TOPIC: HERITAGE**Content Statement****3. Local communities change over time.****CONTENT ELABORATION**

As students examine primary and secondary sources from a variety of time periods, they begin to understand how characteristics of the local community have changed over time. Community is defined as a group of people residing in the same locality and under the same government.

Characteristics for analysis include:

- businesses;
- architecture;
- physical features;
- employment;
- education;
- transportation;
- technology;
- religion; and
- recreation.

EXPECTATIONS FOR LEARNING

Analyze, organize, and present historical information about a characteristic of the local community that has changed over time.

Grade 3 continued

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement**

- 4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid, and cardinal directions.**

CONTENT ELABORATION

Political maps show boundaries, towns, and other human features while physical maps show physical features like elevation or landforms.

When students say that the park is on the north side of main street, they demonstrate an understanding of relative location.

If they locate the museum at G11 on an alphanumeric grid, they are beginning to understand absolute location. The use of an alphanumeric grid at this level lays the foundation for understanding absolute location, and latitude and longitude in later grades.

Students can find the cardinal directions (NSEW) on a map.

Students can use maps of the local community to find landmarks and other familiar places.

EXPECTATIONS FOR LEARNING

Describe characteristics of physical and political maps and identify the purpose for each.

Use the map title, key, alphanumeric grid, and cardinal directions to locate places in the local community.

TOPIC: PLACES AND REGIONS**Content Statement**

- 5. Daily life is influenced by the agriculture, industry, and natural resources in different communities.**

CONTENT ELABORATION

Primary and secondary sources can be used to help students understand life in the local community.

Artifacts and photographs from the past and present, and places far and near help us make inferences about the influence of agriculture, industry, and natural resources on daily life.

EXPECTATIONS FOR LEARNING

Examine artifacts and photographs from the past and present, and places far and near to make inferences about daily life.

Evaluate the influence of agriculture, industry, and natural resources on daily life.

Grade 3 continued

TOPIC: HUMAN SYSTEMS	
Content Statement	
6. Evidence of positive and negative human modification of the environment can be observed in the local community.	
CONTENT ELABORATION	As students go about daily activities in the community, they see numerous examples of human changes to the environment. There are positive and negative consequences for those changes. Examples include farmland used for a new subdivision or highway, buildings torn down to make room for parking garages or parks, dams constructed along rivers, and the use of fertilizers, herbicides, and pesticides.
EXPECTATIONS FOR LEARNING	Identify and evaluate positive and negative examples of human modification to the environment in the local community.
Content Statement	
7. Systems of transportation and communication move people, products, and ideas from place to place.	
CONTENT ELABORATION	Systems of transportation move people and products from place to place. Systems of communication move ideas and products from place to place. Students focus on systems of transportation and communication that are present in the local community.
EXPECTATIONS FOR LEARNING	Identify and describe the systems of transportation used to move people and products from place to place. Identify and describe the systems of communication used to move ideas from place to place.
Content Statement	
8. Communities may include diverse cultural groups.	
CONTENT ELABORATION	A cultural group is a group of people who share one or more unique characteristics such as race, national origin, or ethnicity. Communities are characterized by varying levels of diversity. Diversity can be explored through cultural practices including artistic expression, religion, language, and food. Talk with students about the level of cultural diversity in their community. Understanding diversity in the local community prepares students for their study of cultural diversity in the United States and Ohio in grade four.
EXPECTATIONS FOR LEARNING	Compare cultural products and practices of different groups who live in the local community.

Grade 3 continued

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement****9. Members of local communities have rights and responsibilities.****CONTENT ELABORATION**

Local community members have rights and responsibilities that are important for preserving our democracy. Rights and responsibilities include respecting the rights of others, being informed about local issues, paying taxes, voting, and obeying laws.

An understanding of rights and responsibilities of citizenship is very important to the concept of the common good, which is the interest or well-being of the whole community.

EXPECTATIONS FOR LEARNING

Explain the rights and responsibilities of local community members.

Content Statement**10. Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.****CONTENT ELABORATION**

There are a variety of ways individuals help solve problems to make the community a better place for everyone including:

- working to preserve the environment;
- helping the homeless;
- restoring houses in low-income areas;
- supporting education;
- planning community events;
- starting a business; and
- understanding differences.

Individuals participate effectively in the community when they exhibit citizenship traits such as:

- civility;
- respect for the rights and dignity of each person;
- volunteerism;
- compromise;
- compassion;
- persistence in achieving goals; and
- civic-mindedness.

The problem-solving process involves:

- identifying the problem;
- gathering information;
- listing and considering options;
- considering advantages and disadvantages of options; and
- choosing and implementing a solution.

EXPECTATIONS FOR LEARNING

Explain how individuals make the community a better place by taking action to solve problems in a way that promotes the common good.

Grade 3 continued

TOPIC: RULES AND LAWS**Content Statement**

11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services, and protect the rights of individuals in the local community.

CONTENT ELABORATION

Laws are rules to describe how people are expected to behave.

Citizens help create laws through the government they elect for the purpose of providing safety, security, and orderliness in the daily life of a community.

Laws apply to both individuals and groups. For example:

- an individual driver is responsible for abiding by the speed limit when driving; and
- groups of people need a permit issued by the government to hold a parade.

There are consequences for not obeying the laws.

EXPECTATIONS FOR LEARNING

Explain how laws affect the behavior of individuals and groups in a community.

Explain the benefits of having laws in a local community.

Grade 3 continued

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**Content Statement****12. Governments have authority to make and enforce laws.****CONTENT ELABORATION**

Local government has the authority to make and carry out (enforce) laws to provide order, security, public services (e.g., police and fire protection) and protection of individual rights.

Local governments also enforce laws by establishing consequences for not obeying the law (e.g., fines, incarceration).

Governments have the authority to change laws as necessary.

EXPECTATIONS FOR LEARNING

Explain why governments have authority to make and enforce laws.

Content Statement**13. The structure of local governments may differ from one community to another.****CONTENT ELABORATION**

Local governments in Ohio vary according to the way they are structured. The main types of local government in Ohio are:

- county;
- municipal (city or village); and
- township.

Students should be familiar with the basic organization of their local government and understand that their local government may be unlike that of a nearby community.

EXPECTATIONS FOR LEARNING

Explain the structure and type of the local government.

Grade 3 continued

STRAND: ECONOMICS**TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement****14. Line graphs are used to show changes in data over time.****CONTENT ELABORATION**

Use line graphs to display data that shows changes over time. Line graphs compare two variables. Each variable is plotted along an axis: an x-axis (horizontal) and a y-axis (vertical). Usually, the x-axis has numbers representing the time period and the y-axis has numbers for what is being measured. Change over time will be reflected by the peaks (ups) and valleys (downs) in the line.

Line graphs are useful in comparing economic data.

EXPECTATIONS FOR LEARNING

Interpret line graphs showing economic data related to a specific topic.

TOPIC: SCARCITY**Content Statement****15. Both positive and negative incentives affect individuals' choices and behaviors.****CONTENT ELABORATION**

Positive economic incentives reward individuals financially for making certain choices and behaving in a certain way, for example:

- extra money for raking leaves;
- free toy with a meal; and
- allowance for doing chores at home.

Negative economic incentives penalize individuals financially for making certain choices and behaving in a certain way, for example:

- late fee for a library book;
- cost of receiving a speeding ticket; and
- fine for littering at the park.

EXPECTATIONS FOR LEARNING

Give examples of positive and negative incentives that affect individuals' choices and behaviors.

Content Statement**16. Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.****CONTENT ELABORATION**

Scarcity refers to the lack of sufficient resources to produce all the goods and services that people desire.

Individuals must make choices about how they spend their money and time because these are limited resources. Individuals make decisions, which involve trade-offs, about what to give up or do without to acquire or achieve something else. For example, a student wants to buy both a bicycle and computer game but does not have enough money for both. The student decides to purchase the bicycle and the trade-off is the computer game.

EXPECTATIONS FOR LEARNING

Describe the cost or trade-off of making economic decisions.

Grade 3 continued

TOPIC: PRODUCTION AND CONSUMPTION**Content Statement****17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.****CONTENT ELABORATION**

Consumers are people who acquire goods and services to satisfy their personal needs. Producers are people and businesses that use resources to make goods and services.

Goods are objects that satisfy people's wants such as food and clothing. Services are actions or activities that satisfy people's wants such as a haircut or car repair.

EXPECTATIONS FOR LEARNING

Identify consumers and producers in the local community.

TOPIC: MARKETS**Content Statement****18. A market is where buyers and sellers exchange goods and services.****CONTENT ELABORATION**

Markets involve the interaction of buyers and sellers exchanging goods and services.

The market is the place where people purchase the goods or services that they need from the businesses that sell them. Markets exist virtually and physically.

EXPECTATIONS FOR LEARNING

Describe markets that exist in the local community.

Grade 3 continued

TOPIC: FINANCIAL LITERACY**Content Statement****19. Making decisions involves weighing costs and benefits.****CONTENT ELABORATION**

Students understand that there are costs and benefits associated with each personal decision.

A cost is the alternative given up as the result of a decision. A benefit is that which is received as an improvement or advantage as the result of the decision.

This foundational skill builds to making financial decisions by systematically considering alternatives and their consequences.

Students also understand that the cost of a decision is not always monetary.

EXPECTATIONS FOR LEARNING

Evaluate the costs and benefits of an individual economic decision.

Content Statement**20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.****CONTENT ELABORATION**

A budget helps individuals take personal responsibility for financial decisions.

A budget is a plan for using income productively, including spending, sharing, and setting money aside for future expenses.

Budgeting is important for organizing personal finances.

EXPECTATIONS FOR LEARNING

Explain how using a budget helps individuals make responsible economic decisions.

Grade 4

STRAND: HISTORY

TOPIC: HISTORICAL THINKING AND SKILLS

Content Statement

1. The order of significant events in Ohio and the United States can be shown on a timeline.

CONTENT ELABORATION

Chronological thinking helps students develop a clear sense of historical time to recognize the temporal sequence of events in history. Grade-three students practiced chronological order by placing local events on a timeline. In grade four, students construct timelines with appropriate titles, evenly spaced intervals for years, decades and centuries, and events in chronological order.

As students place events on timelines, they begin to understand cause-and-effect relationships among events and gain early experience with the conventions of BC/BCE and AD/CE.

Students begin using these conventions in grade five. In grade six, students will examine relationships between events on multiple-tier timelines.

EXPECTATIONS FOR LEARNING

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

Content Statement

2. Primary and secondary sources can be used to create historical narratives.

CONTENT ELABORATION

Historical narratives recount human events. Students analyze sources related to historical events. Primary sources are records of events as they are first described by people who witnessed the events. Primary sources include:

- photos;
- official documents;
- autobiography/memoir;
- interviews of a participant in an event; and
- journals/diaries.

Secondary sources offer an analysis or a restatement of primary sources. They are written after the events have taken place by people who did not witness the events. Secondary sources may include:

- newspaper articles;
- textbooks;
- biographies;
- online encyclopedias; and
- reviews of research.

EXPECTATIONS FOR LEARNING

Identify and analyze primary and secondary sources to distinguish between perspectives of a historical event.

Grade 4 continued

TOPIC: HERITAGE**Content Statement**

- 3. Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.**

CONTENT ELABORATION

Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.

The themes of cooperation, conflict, and compromise are meant to be integrated throughout the school year.

While all the various groups are listed below, teachers should choose examples to illustrate the interactions at the higher level (i.e., prehistoric, historic, migrating settlers).

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Prehistoric American Indians <ul style="list-style-type: none"> ○ Paleo; ○ Archaic; ○ Woodland; and ○ Late Prehistoric or Fort Ancient. | <ul style="list-style-type: none"> • Historic American Indians <ul style="list-style-type: none"> ○ Delaware; ○ Miami; ○ Ottawa; ○ Seneca; ○ Shawnee; and ○ Wyandot. | <ul style="list-style-type: none"> • Migrating Settlers/Immigrants <ul style="list-style-type: none"> ○ English; ○ Scots-Irish; and ○ Germans. |
|--|--|---|

Conflict is a verbal or physical disagreement. Examples of conflict include:

- use and ownership of hunting and agricultural territories; and
- power and control over the Ohio River Valley.

Cooperation is working together. Examples of cooperation include:

- building of mounds;
- trade;
- developing transportation systems;
- agricultural and hunting strategies; and
- creating new settlements.

Compromise is both sides give up something to reach an agreement. An example of compromise is a treaty.

EXPECTATIONS FOR LEARNING

Explain how interactions among these groups have resulted in cooperation, conflict, and compromise.

Grade 4 continued

TOPIC: HERITAGE	
Content Statement	
4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.	
CONTENT ELABORATION	<p>The continuing struggle among European powers for control of the Ohio River Valley resulted in the French and Indian War, which further strained relationships among the European settlers and the various American Indian tribes.</p> <p>By 1776, the colonists had begun to think of themselves as Americans and wanted to govern themselves. The American colonists joined together in 1776 to write the Declaration of Independence, announcing their decision to free themselves from the rule of Great Britain. Colonists felt two practices of the British were particularly unjust:</p> <ul style="list-style-type: none"> • high taxation without representation; and • the Proclamation of 1763 which prohibited the colonists from settling west of the Appalachians. <p>The defeat of the British during the American Revolution ended British rule. Americans formed a new national government under the Articles of Confederation, which was the first attempt to organize the new nations' government.</p> <p>During this same time period, Ohio was developing as a populated frontier.</p> <p>EXPECTATIONS FOR LEARNING Explain why the American colonists united to fight for independence from Great Britain and form a new nation.</p>
Content Statement	
5. The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.	
CONTENT ELABORATION	<p>As students reflect on the way ideas and events from the past have shaped the world today, they understand the significance of the democratic ideals established by the Northwest Ordinance.</p> <p>The Northwest Ordinance established a plan for admitting states from the Northwest Territory to the United States. The Northwest Ordinance incorporated democratic ideals into the territories by:</p> <ul style="list-style-type: none"> • encouraging education; • guaranteeing trial by jury; • banning slavery in the Northwest Territory; • establishing territorial government; and • encouraging the treatment of American Indians in good faith. <p>Political leaders in Ohio wrote Ohio's first constitution so Ohio could become a state. Ohio's Constitution was modeled after the U.S. Constitution.</p> <p>EXPECTATIONS FOR LEARNING Explain how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory.</p>

Grade 4 continued

TOPIC: HERITAGE	
Content Statement	
6. Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.	
CONTENT ELABORATION	<p>Following the American Revolution, the British continued to supply weapons to the American Indians from their military outposts in Canada, encouraging American Indians to continue to fight against the Americans. The British wanted to keep their hold on both Canada and the profitable fur trade in the Northwest Territory.</p> <p>A coalition of American Indians rejected the Americans' claim to Indian lands in the Ohio Territory. After initial American Indian victories against the American army, the coalition was defeated. Many tribes were forced to give up their claims to land in what became Ohio.</p> <p>The United States declared war on Great Britain in June of 1812. The United States defeated Great Britain in the Battle of Lake Erie (1813). After this defeat, the British could no longer provide American Indians with weapons.</p> <p>Significant events leading to the War of 1812 include:</p> <ul style="list-style-type: none"> • Battle of Fallen Timbers; and • the Treaty of Greenville. <p>Reasons why the United States declared war on Great Britain include:</p> <ul style="list-style-type: none"> • impressment (forcefully taking American sailors from their ships to work on British ships along the eastern seaboard); • British supplying weapons to American Indians; and • British restrictions on American overseas trade. <p>EXPECTATIONS FOR LEARNING</p> <p>Explain on-going conflicts before and during the War 1812.</p>
Content Statement	
7. Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.	
CONTENT ELABORATION	<p>Following the War of 1812, the nation quickly expanded, forcing the question of whether or not to allow the practice of slavery in the new states. Under the terms of the Northwest Ordinance, Ohio was admitted to the United States' as a free state.</p> <p>The Fugitive Slave Act of 1850 made it illegal to help slaves escape. While not all Ohioans were abolitionists, seeds of the anti-slavery movement were planted by local anti-slavery newspapers, helping to grow Ohio into a strong center of opposition to slavery.</p> <p>The Ohio Anti-Slavery Society employed lecturers to travel across the state, encouraging Ohioans to join the abolitionist movement.</p> <p>Ohio served as one of the main routes of the Underground Railroad, a system of secret routes used by people in the North and South to help slaves escape to freedom. Escape routes developed with safe houses where slaves could be concealed.</p> <p>EXPECTATIONS FOR LEARNING</p> <p>Explain the role Ohio played with the anti-slavery movement and the Underground Railroad.</p>

TOPIC: HERITAGE**Content Statement****8. Many technological innovations that originated in Ohio benefitted the United States.****CONTENT ELABORATION**

Ohio has influenced the development of the United States. Inventors from Ohio have contributed innovations which have benefitted the United States.

For example:

- the light bulb made it possible for people to work and play after dark;
- the phonograph introduced a new way for people to be entertained in their home;
- the traffic light and gas mask improved safety;
- the cash register helped businesses keep track of money;
- the electric starter and ethyl gasoline for the automobile improved transportation; and
- the airplane made it possible for people and goods to travel long distances in less time.

EXPECTATIONS FOR LEARNING

Explain how technological innovations of inventors from Ohio or that originated in Ohio benefitted the United States.

Grade 4 continued

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement**

9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

CONTENT ELABORATION

The map scale a tool used to approximate the distance between places on a map and shows the relationship between a unit of length on a map and the corresponding length on Earth's surface.

Cardinal directions are introduced in the third grade. Intermediate directions are the points that fall in-between cardinal directions: north east, north west, south east, and south west.

Relative location is the location of a place relative to other places. Cardinal and intermediate directions can be used to describe relative location, such as Dayton is west of Zanesville or Virginia is southeast of Ohio. Relative location can also be expressed in informal ways such as downstream or next to.

EXPECTATIONS FOR LEARNING

Use a map scale, cardinal directions and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.

TOPIC: PLACES AND REGIONS**Content Statement**

10. The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources in Ohio.

CONTENT ELABORATION

Ohio's abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the early development of the United States.

Ohio's forests provided the resources for building materials and paper. Ohio farms (livestock and crops), as well, as the fisheries along Lake Erie, supplied food for a rapidly growing nation. Ohio coal powered the factories producing goods (rubber, steel, glass) and the ships and trains that carried products to market from the 1800s to today. Ohio's abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the economic development of the United States.

Ohio's agriculture, industry, and its natural resources have evolved and continue to have a significant impact on the economic progress of the state, region, and country. Examples of the modern influences Ohio has had on the economy include:

- bio fuels (from corn and soybeans);
- alternative energy industry (solar energy cells, wind turbines, nuclear);
- biotech industries (research/development, medical device manufacturing);
- food processing (frozen food industry, pet food); and
- financial services (commercial banking, Federal Reserve Bank of Cleveland).

EXPECTATIONS FOR LEARNING

Explain how Ohio's agriculture, industry, and natural resources influence the economic development of the United States.

Grade 4 continued

TOPIC: PLACES AND REGIONS**Content Statement**

11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.

CONTENT ELABORATION

By the early 1800s, the borders of the United States stretched from the Atlantic Ocean to the Mississippi River. Regions developed in the United States based upon common physical environments and economies. Ohio was considered part of the West during the time.

Physical characteristics of the North include a shorter growing season and economic characteristics include manufacturing centers for ship building and textile factories.

Physical characteristics of the South include a longer growing season and economic characteristics include the plantation economy cotton and tobacco.

Physical characteristics of the West include abundant natural resources and rich soil. Economic characteristics include inexpensive farmland and timber.

EXPECTATIONS FOR LEARNING

Describe physical and economic characteristic of the northern, southern, and western regions of the United States in the early 1800's.

TOPIC: HUMAN SYSTEMS**Content Statement**

12. People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

CONTENT ELABORATION

As students look at the cause and effect of human modification to the environment, they understand the positive and negative consequences of these changes.

Students explain the positive and negative consequences of human modifications to the environment in Ohio and the United States.

Examples of modifications to the environment include:

- construction of farms and towns;
- transportation systems;
- fertilizers, herbicides and pesticides; and
- destruction of wetlands and forests.

EXPECTATIONS FOR LEARNING

Explain why human modifications to the environment are positive and/or negative.

Grade 4 continued

TOPIC: HUMAN SYSTEMS**Content Statement**

13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

CONTENT ELABORATION

The population of Ohio and the United States has changed over time, leading to increased diversity. This change is the result of immigration and migration into and out of Ohio.

There are many factors that cause this immigration and migration. Push factors are reasons that people move away from a place. Pull factors are reasons that people move to a new place.

Push and pull factors may include:

- economic opportunity;
- conflict;
- natural disasters;
- availability of land; and
- religious and political freedoms.

The theme of diversity is meant to be taught throughout the school year.

EXPECTATIONS FOR LEARNING

Explain that Ohio's population is increasingly reflective of the cultural diversity of the United States.

Content Statement

14. Ohio's location and its transportation systems continue to influence the movement of people, products, and ideas in the United States.

CONTENT ELABORATION

At one time, Ohio was a gateway to the West. Ohio's principal commercial artery was the Ohio River. During the 19th century, canals, railroads, and roads were constructed to accommodate the needs of a westward-expanding nation.

Ohio continues to function as a major transportation hub for the nation. Ohio's extensive transportation systems are vital to the national and international distribution of merchandise, influencing the movement of people, products, and ideas. Travel systems include:

- air;
- highway;
- rail; and
- water routes.

EXPECTATIONS FOR LEARNING

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

Grade 4 continued

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement**

15. Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

CONTENT ELABORATION

Students examine the role of citizens and the opportunities citizens have to participate in and influence their state and national governments and understand the rights of citizenship. They understand that citizens have personal responsibilities such as taking advantage of the opportunity to be educated. Citizens also have civic responsibilities. Citizens have an obligation to uphold both the Ohio and U.S. Constitutions.

Citizens' roles and opportunities to participate include:

- voting;
- communicating with elected officials;
- become active in civic and service organizations; and
- performing voluntary service.

Rights of citizenship include:

- freedom of religion, speech, and press;
- right of petition; and
- right of assembly.

Citizens' civic responsibilities include:

- obeying laws;
- paying taxes;
- serving on juries;
- (for men) registering for the selective service; and
- respecting the rights of others.

EXPECTATIONS FOR LEARNING

Describe the ways citizens act in and influence their state and national government.

Explain the rights and responsibilities of citizens in a democratic government.

Grade 4 continued

TOPIC: CIVIC PARTICIPATION AND SKILLS**Content Statement**

16. Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating, and using information effectively to engage in compromise.

CONTENT ELABORATION

Effective civic participation requires that individuals make informed and reasoned decisions using various digital and non-digital sources to evaluate information critically. These skills are also key components of historical thinking.

Students at this level learn to:

- identify possible cause and effect relationships;
- distinguish between fact and opinion;
- read and interpret various types of data;
- recognize perspective and purpose; and
- compare points of agreement and disagreement.

EXPECTATIONS FOR LEARNING

Use information effectively to make an informed decision.

TOPIC: RULES AND LAWS**Content Statement**

17. Laws can protect rights, provide benefits, and assign responsibilities.

CONTENT ELABORATION

Laws in a democratic society establish rule and order. Laws are established by governments to protect rights. Some of these rights include:

- religion;
- speech;
- press;
- petition; and
- assembly.

Benefits provided to citizens by laws include:

- providing order in daily life (traffic laws);
- protecting property (outlawing theft);
- providing public education (school laws); and
- protecting rights (freedom of speech).

Responsibilities assigned to citizens by laws include:

- paying taxes;
- serving on juries; and
- obtaining licenses.

EXPECTATIONS FOR LEARNING

Describe ways in which laws protect rights, provide benefits, and assign responsibilities to citizens.

Grade 4 continued

TOPIC: RULES AND LAWS**Content Statement**

18. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

CONTENT ELABORATION

Weaknesses in the Articles of Confederation led to calls for a new framework for government. The U.S. Constitution was created and provided a government with limited powers and protections for the rights of citizens. It established the right of citizens to choose representatives and decide issues through the process of voting.

The First Amendment guarantees five rights:

- freedom of speech;
- freedom of religion;
- freedom of press;
- freedom of petition; and
- freedom of assembly.

EXPECTATIONS FOR LEARNING

Describe how the U.S. Constitution protects the rights of citizens through the First Amendment.

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**Content Statement**

19. A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

CONTENT ELABORATION

A constitution is a written document describing the way a government is organized and how its power is allocated. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

Responsibilities of the three branches include:

- legislative branch makes and passes laws;
- judicial branch interprets and applies laws; and
- executive branch carries out and enforces laws.

EXPECTATIONS FOR LEARNING

Identify the three branches of government and the responsibilities of each branch of government.

Grade 4 continued

STRAND: ECONOMICS**TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement****20. Tables and charts organize data in a variety of formats to help individuals understand information and issues.****CONTENT ELABORATION**

The organization of information into tables and charts can help people understand and present information about many topics. Students learn to read and interpret tables and charts for a variety of purposes.

Tables organize information in columns and rows.

Charts organize information in a variety of visual formats, for example a T-Chart.

EXPECTATIONS FOR LEARNING

Interpret information from tables and charts.

TOPIC: PRODUCTION AND CONSUMPTION**Content Statement****21. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.****CONTENT ELABORATION**

An entrepreneur is an individual who organizes different productive resources to produce goods or services. Entrepreneurs are willing to take risks to identify and develop new products or start a new business. Entrepreneurs recognize opportunities to use productive resources to make a profit and accept the challenges involved in competing with other producers in the marketplace.

Productive resources are used to make goods and services. They include:

- natural resources such as water and land;
- human resources such as employers and employees; and
- capital goods such as money, tools, and buildings.

EXPECTATIONS FOR LEARNING

Describe how entrepreneurs use productive resources.

TOPIC: FINANCIAL LITERACY**Content Statement****22. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.****CONTENT ELABORATION**

Students need to understand that saving a portion of their income can help them meet short- and long-term goals. Saving money may include short term sacrifices or trade-offs. Saving occurs when spending is reduced. Short-term goals are typically less expensive than long-term goals.

EXPECTATIONS FOR LEARNING

Explain how individuals can save some of their money for later by reducing spending.

Grade 5

STRAND: HISTORY

TOPIC: HISTORICAL THINKING AND SKILLS

Content Statement

1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

CONTENT ELABORATION

In grade four students learned the use of single-tier timelines.

Grade-five students build on the use of single-tier timelines by becoming familiar with the two systems used to identify dates on the commonly used Gregorian calendar (also known as the Christian or Western calendar). It is not necessary for students to study the origins of calendar systems, but to recognize and be able to use the terms B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era) and C.E. (Common Era) to place dates in chronological order.

Arranging events in chronological order on single-tier timelines using B.C.E. and C.E. or B.C. and A.D. requires students to understand that years in the B.C.E. or B.C. era are labeled following the conventions of negative numbers beginning with 1 B.C.E. (there is no year 0).

EXPECTATIONS FOR LEARNING

Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.

Grade 5 continued

TOPIC: EARLY CIVILIZATIONS**Content Statement**

- 2. 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.**

CONTENT ELABORATION

In fourth grade, students learned about prehistoric and historic American Indians (e.g., mound builders).

At this level, students will study the basic characteristics of governments, cultures, technologies, agricultural practices, and products of four early civilizations in the Americas:

- Inca;
- Maya;
- Aztec; and
- Mississippian.

Students should understand that complex civilizations, with commonalities and differences, existed in the Americas prior to European arrival, and be able to compare the characteristics of the civilizations.

For example, these are some of the characteristics of Mayan civilization:

- government – cities were religious and government centers; priests and nobles served as leaders and lived in large palaces;
- social structures – people participated in outdoor games;
- religion – festivals honored Mayan gods;
- technology – Mayans developed a number system and a calendar; and
- agriculture – farmers used a slash and burn method; and maize was the most common crop.

EXPECTATIONS FOR LEARNING

Compare characteristics of early Indian civilizations (governments, social structures, religions, technologies, and agricultural practices and products).

Grade 5 continued

TOPIC: HERITAGE**Content Statement**

- 3. European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.**

CONTENT ELABORATION

Lasting effects of European exploration and colonization during the 1400s-1600s can be seen today in the cultural practices and products of the Western Hemisphere.

Examples of the impact of European exploration of colonization include:

- place names (e.g., La Paz, Rio de Janeiro);
- languages (e.g., English, Spanish, Portuguese, French);
- religions (e.g., Catholicism, Protestantism);
- agricultural practices (e.g., domestication of animals, move from subsistence farming to commercial agriculture); and
- agricultural products (e.g., chickens, horses, apples).

Students at this level acquire a fundamental understanding of the influence of exploration and colonization as seen today. More in-depth study is included in future history courses.

EXPECTATIONS FOR LEARNING

Describe lasting effects of European exploration and colonization during the 1400s-1600s on the cultural practices and products of the Western Hemisphere.

Grade 5 continued

STRAND: GEOGRAPHY

TOPIC: SPATIAL THINKING AND SKILLS

Content Statement

4. Geographic tools can be used to gather, process and report information about people, places, and environments. Cartographers decide which information to include in maps.

CONTENT ELABORATION

Geographic information is compiled, organized, manipulated, stored, and made available in a variety of representations. The purpose for why the cartographer creates a map and how it is to be used dictates the way cartographic information is presented.

Students need to acquire skills associated with using geographic tools to communicate information from a spatial perspective, including aerial photographs and digital satellite images.

Students need to understand the basic properties of geographic tools and have opportunities to practice using them, including:

- maps;
- globes;
- diagrams; and
- aerial and other photographs.

These skills build a foundation for future work with computer systems, computer-based geographic information systems (GIS), global positioning systems (GPS) and remote sensing (RS) in other courses.

EXPECTATIONS FOR LEARNING

Use appropriate geographic tools to gather, process, and report information about people, places, and environments.

Grade 5 continued

TOPIC: SPATIAL THINKING AND SKILLS**Content Statement****5. Latitude and longitude can be used to make observations about location and generalizations about climate.****CONTENT ELABORATION**

Locations on Earth's surface are identified using lines of latitude and longitude. Latitude and longitude can be used to make generalizations about climate, including:

- location relative to the equator;
- bodies of water; and
- mountains.

This introduction to latitude and longitude serves as a foundation for identifying absolute location in grade six.

Longitude describes a point's position on the Earth's surface in relation to the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and South Poles.

Latitude describes a point's position on the Earth's surface in relation to the equator. Imaginary circles called parallels of latitude run around Earth parallel to the equator.

Location describes the point on the Earth's surface that is expressed on a grid (absolute) or in relation (relative) to the position of other places. Climate describes long-term trends in weather elements and atmospheric conditions.

As students make observations about location and generalizations about climate, they learn to identify geographic points and imaginary lines on maps and globes, including:

- Equator;
- Arctic Circle;
- Antarctic Circle;
- North Pole;
- South Pole; and
- Prime Meridian.

EXPECTATIONS FOR LEARNING

Use location to make generalizations about climate.

Grade 5 continued

TOPIC: PLACES AND REGIONS**Content Statement**

- 6. Regions can be determined using data related to various criteria including landform, climate, population, and cultural, and economic characteristics.**

CONTENT ELABORATION

Regions are human constructs used to identify and organize areas of Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria.

Landform refers to the shape, form, or nature of physical features of Earth's surface, including:

- plains;
- hills;
- plateaus; and
- mountains.

Climate includes long-term trends in weather elements and atmospheric conditions, including average temperature and average rainfall.

Population includes data about the people who live in a selected area, including:

- population density;
- ethnicity and cultural diversity; and
- birth rates.

Culture is the learned behavior of people, including belief systems and languages.

Economics refers to the set of principles by which a society decides and organizes the ownership, allocation and use of resources. Economic characteristics include:

- natural resources;
- agricultural products; and
- levels of income.

EXPECTATIONS FOR LEARNING

Identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture, and economics.

Grade 5 continued

TOPIC: HUMAN SYSTEMS**Content Statement**

- 7. The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.**

CONTENT ELABORATION

Human activities develop in response to physical environments. For example, waterways provide economic opportunities for people; therefore, regions with waterways are often more populated. Certain physical environments, like the Arctic, limit human activities and are therefore less populated.

When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people might construct canals.

Modifications to the environment have intended and unintended consequences. Many of the issues facing the world today are the result of unintended consequences of human activities, like highways disturbing natural habitats and contributing to air pollution.

EXPECTATIONS FOR LEARNING

Explain how variations among physical environments in the Western Hemisphere influence human activities.

Explain how human activities have altered the physical environments of the Western Hemisphere.

Grade 5 continued

TOPIC: HUMAN SYSTEMS**Content Statement**

- 8. 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.**

CONTENT ELABORATION

The Indians of North and South America formed hundreds of tribes and nations with many different ways of life. Anthropologists classify tribes and nations into groups with strong geographic and cultural similarities. These classifications are referred to as cultural areas or cultural groups.

Students at this level are introduced to cultural groups and should be able to make generalizations about the way of life within and among cultural areas. Teachers may select tribes and nations for use as examples for students as they study the geographic and cultural similarities of each cultural group.

The cultural groups of Canada and the United States are:

- the Arctic;
- the Subarctic;
- the Northeast, often called the Eastern Woodlands;
- the Southeast;
- the Plains;
- the Northwest Coast;
- California;
- the Great Basin;
- the Plateau; and
- the Southwest.

The cultural groups of Latin America are:

- Middle America;
- the Caribbean;
- the Andes;
- the Tropical Forest; and
- the South American Marginal Regions.

EXPECTATIONS FOR LEARNING

Compare cultural groups among American Indians in North and South America.

Grade 5 continued

TOPIC: HUMAN SYSTEMS**Content Statement**

- 9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.**

CONTENT ELABORATION

People, products, and ideas move from place to place in the Western Hemisphere for political, environmental, social, and economic reasons.

Political factors include changes in political leadership and citizen rights.

Environmental factors include climate and natural disasters.

Social factors include:

- discrimination;
- intolerance; and
- religious freedom.

Economic factors include:

- the availability of resources;
- changes in trade patterns; and
- employment opportunities.

Sixth-grade students build on an understanding of these factors to consider the impact of cultural diffusion in the Eastern Hemisphere.

EXPECTATIONS FOR LEARNING

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

Grade 5 continued

TOPIC: HUMAN SYSTEMS**Content Statement**

10. The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.

CONTENT ELABORATION

Culture describes the learned behavior of a selected group including:

- belief systems;
- languages;
- social relationships;
- institutions and organizations; and
- material goods (e.g., food, clothing, buildings, tools, and machines).

Cultural diversity in the Western Hemisphere is the result of the contributions and interactions among groups including:

- American Indians;
- Europeans;
- Asians; and
- Africans.

Students understand this diversity through an examination of various cultural groups in the Western Hemisphere including:

- languages;
- belief systems;
- artistic expressions; and
- food.

EXPECTATIONS FOR LEARNING

Describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion, and food.

Grade 5 continued

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement**

11. Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

CONTENT ELABORATION

Students gain experience with using a variety of sources to gather and interpret information to examine a public issue. Sources include:

- almanacs;
- maps;
- trade books;
- periodicals;
- newspapers;
- photographs; and
- digital resources.

Students must also check their sources for accuracy. Criteria for an accurate source include:

- information is current and objective;
- information is relevant;
- information is validated by multiple sources; and
- qualifications and reputation of the sources.

Students will interpret information from various sources. They can practice identifying and organizing main ideas and supporting details. Formats include:

- tables;
- line/bar graphs;
- charts; and
- digital images.

EXPECTATIONS FOR LEARNING

Investigate, organize, and communicate information on a public issue using multiple sources.

Grade 5 continued

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**Content Statement****12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.****CONTENT ELABORATION**

Prior to grade five, students have studied democracy. In grade five, students are introduced to dictatorships and monarchies. Democracies, dictatorships, and monarchies are three basic ways of describing the relationship that exists between those in power and citizens.

The focus of this content statement is on the relationship between those governing and those governed:

- In a democracy, the power of those in authority is limited because the people retain the supreme power.
- In a dictatorship, a ruler or small group with absolute power over the people holds power, often through force.
- In a monarchy, the authority over the people is retained through a tradition of allegiance.

The terms democracy, dictatorship, and monarchy are useful in helping students understand the relationship between those in power or authority and citizens in the Western Hemisphere. Grade-six students will build on this to understand that the basic categories often overlap.

EXPECTATIONS FOR LEARNING

Explain the relationship between those in power and individual citizens in a democracy, a dictatorship, and a monarchy.

Grade 5 continued

STRAND: ECONOMICS**TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement****13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.****CONTENT ELABORATION**

In grade four, students learned to work with data displayed on tables and charts.

At this level, students learn to work with circle graphs. A circle graph shows how an entire body of data can be separated into parts. There is a part-to-whole relationship between segments of data and the whole data set.

For example, students may review data on crude oil exports from Brazil. Using circle graphs, students also can examine crude oil exports in relative proportion to total exports.

EXPECTATIONS FOR LEARNING

Interpret a circle graph that displays information on part-to-whole relationships of data.

Content Statement**14. The choices made by individuals and governments have both present and future consequences.****CONTENT ELABORATION**

In addition to gathering and organizing information, practiced in grade four, effective decision makers understand that economic choices made by individuals and governments have both present and future consequences.

For example, at the national level, a government may choose to build a road in an undeveloped area:

- a short-term consequence would include improved transportation; and
- a long-term consequence would be increased maintenance costs.

For example, at the personal level, an individual may choose to spend more money on a fuel-efficient automobile:

- a short-term consequence is the higher price paid for the automobile; and
- a long-term consequence is the savings on gasoline costs in the future.

EXPECTATIONS FOR LEARNING

Explain the present and future consequences of an economic decision.

Grade 5 continued

TOPIC: SCARCITY**Content Statement**

15. The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.

CONTENT ELABORATION

The availability of productive resources influences the production of goods and services in regions of the Western Hemisphere.

Students should understand that specialization, the concentration of production on fewer kinds of goods and services than are consumed, develops as a result of people using the productive resources available. Examples of specialization include:

- fishing communities;
- tourist destinations; and
- manufacturing.

Trade can occur when individuals, regions, and countries specialize in what they produce at the lowest opportunity cost. This causes both production and consumption to increase.

Human resources consist of the talents and skills of entrepreneurs and skilled laborers that contribute to the production of goods and services.

Capital goods consist of human-made materials needed to produce goods include:

- buildings;
- machinery;
- equipment; and
- tools.

Natural resources are productive resources supplied by nature. Natural resources include:

- ores;
- trees; and
- arable land.

EXPECTATIONS FOR LEARNING

Explain how the availability of productive resources in a specific region promotes specialization and can result in trade.

Grade 5 continued

TOPIC: PRODUCTION AND CONSUMPTION**Content Statement**

16. The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

CONTENT ELABORATION

In grade four, students learned that the role of the entrepreneur is to organize the use of productive resources to produce goods and services.

At this level, students consider the influence of available productive resources and the division of labor on productive capacity.

The productive resources (resources used to make goods and services) available and the division of labor (the way work tasks are separated) can impact the productive capacity (maximum output) of an economy both positively or negatively.

The productive capacity of a region is influenced by available resources. For example, the climate in Florida provides the necessary productive resources for large-scale production of citrus fruits. By dividing labor tasks among many workers with different expertise, citrus farms can increase their productive capacity.

In another example, a family-run business that builds bicycles in coastal Argentina can only produce as many bicycles for which they have the natural resources, capital goods, and human resources. Productive capacity may also be impacted positively or negatively by the way the work is divided during the production process.

EXPECTATIONS FOR LEARNING

Explain how the availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

TOPIC: MARKETS**Content Statement**

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

CONTENT ELABORATION

Specialization occurs when people, regions, and countries concentrate their production on fewer kinds of goods or services than are consumed.

Specialization leads to increased production, because concentrating on the production of fewer goods or services can reduce the cost of production.

Greater specialization leads to increased interdependence among regions and countries because nations rely on other nations for the goods they do not produce for themselves.

When regions and countries trade, a greater variety of goods are available to consumers.

EXPECTATIONS FOR LEARNING

Explain how specialization and trade lead to interdependence among countries of the Western Hemisphere.

Grade 5 continued

TOPIC: FINANCIAL LITERACY**Content Statement****18. Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences.****CONTENT ELABORATION**

An individual's interests, knowledge, and abilities can affect career and job choice.

In grade four, students looked at saving portions of income for individual financial well-being and the role of the entrepreneur.

At this level, students build on that understanding by investigating the level of knowledge, skills, and experiences required for various jobs and careers:

- knowledge (e.g., degree, certification, license);
- skills (e.g., technical, entrepreneurial); and
- experiences (e.g., entry-level jobs, internship, apprenticeship, life).

EXPECTATIONS FOR LEARNING

Identify a career of personal interest and research the knowledge, skills, and experiences required to be successful.

Grade 6

STRAND: HISTORY

TOPIC: HISTORICAL THINKING AND SKILLS

Content Statement

1. **Multiple tier timelines can be used to show relationships among events and places.**

CONTENT ELABORATION

Sixth grade is building on skills learned in grade five, including the conventions of B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era), and C.E. (Common Era) to place dates in chronological order.

At this level students use multiple-tier timelines consisting of two or more rows of events, with each row representing a different topic or perspective related to a specific time period.

Multiple-tier timelines can be used to help students analyze cause and effect relationships or patterns and themes among events in a specific period of time. These analytical skills build upon earlier skills related to chronological thinking and temporal order.

EXPECTATIONS FOR LEARNING

Analyze multiple-tier timelines to identify cause and effects relationships, patterns, or themes among events.

TOPIC: EARLY CIVILIZATIONS

Content Statement

2. **Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.**

CONTENT ELABORATION

Favorable geographic characteristics, including locations in river valleys, promoted the growth of early civilizations. River valleys provided sources of water, habitat for plants and animals, means of transportation, protection from invasions, and access to natural resources.

While the early river civilizations in India, Egypt, China, and Mesopotamia reflected the common features of civilization, each one developed unique attributes:

- **Government:** Governments gradually developed to address issues including irrigation and trade.
- **Religion:** Early civilizations also developed religious beliefs to help explain the world around them.
- **Agriculture:** Rivers provided a water source that enriched the soil and enabled the harvesting and planting of crops (e.g., agricultural products such as wheat and barley in Egypt, rice and tea in China, and practices such as irrigation systems). In addition to agricultural benefits, rivers also provided means of transportation, protection from invasions, and provided access to natural resources.
- **Technology:** New technologies were developed such as irrigation systems, roads, and other public works. These lead to the growth of cities. Early river civilizations developed writing systems to help keep track of crops, seasons, commerce and governmental affairs.
- **Economic System:** Because of crop surpluses, not all people had to farm; therefore, people began to produce different products for use and trade. As a result, cities were established as centers of production and commerce.
- **Social Structure:** Social structures were developed with people ranked in classes according to their jobs.

These civilizations left enduring legacies that are reflected in the cultural practices and products of the modern Eastern Hemisphere.

EXPECTATIONS FOR LEARNING

Compare the six cultural practices and products of the early civilizations.

Identify the enduring influences of the six cultural practices and products on cultures today.

Grade 6 continued

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement**

- 3. 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.**

CONTENT ELABORATION

Geographic information is represented in a variety of ways. Students need to use a variety of geographic tools to communicate information from a spatial perspective. Cartographers create maps for specific purposes that represent the time, place, and culture in which they were created.

Geographic tools include:

- maps;
- globes;
- diagrams;
- computer-assisted mapping;
- geographic information systems; and
- aerial and other photographs.

EXPECTATIONS FOR LEARNING

Use the correct geographic tools to gather, process, and report information about people, places, and environments.

Content Statement

- 4. Latitude and longitude can be used to identify absolute location.**

CONTENT ELABORATION

Latitude and longitude are imaginary lines used to identify absolute location on Earth's surface. Latitude and longitude lines intersect with each other creating a grid that allows us to identify the absolute location of places using coordinates.

Students in grade five became familiar with latitude and longitude and the implications of latitude on climate. This content statement builds on that understanding with the addition of absolute location.

Latitude measures distance north and south of Earth's equator, while longitude measures distance east and west of the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and South poles. Parallels of latitude are imaginary circles that run around Earth parallel to the equator.

Students should be able to use coordinates of latitude (including degrees North or South) and longitude (including degrees east or west) to identify the absolute location of a given place. They should be able to identify the absolute location of a place using a labeled map.

Longitude describes a point's position on Earth's surface in relation to the prime meridian.

Latitude describes a point's position on Earth's surface in relation to the equator.

EXPECTATIONS FOR LEARNING

Identify absolute location using latitude and longitude coordinates.

Grade 6 continued

TOPIC: PLACES AND REGIONS**Content Statement**

- 5. Regions can be determined, classified, and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics**

CONTENT ELABORATION

Building on student understanding of regions from grade five, students at this level will use multiple criteria to determine, classify, and compare regions. For example, students might use population data to identify urban regions in Asia. Students also can be challenged to compare regional criteria across continents and consider changes in regions over time.

Regions are human constructs used to identify and organize areas of Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria including:

- Landform refers to the shape, form, or nature of physical feature of Earth's surface (e.g., plains, hills, plateaus, mountains).
- Climate includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall).
- Population includes data about the people who live in a selected area (e.g., population density, birth rates).
- Culture is the learned behavior of people, including belief systems and languages.
- Economics refers to the set of principles by which a society decides and organizes the ownership, allocation, and use of resources. Economic characteristics include natural resources, agricultural products, and levels of income.

EXPECTATIONS FOR LEARNING

Describe, classify, and compare regions within the Eastern Hemisphere using various criteria.

TOPIC: HUMAN SYSTEMS**Content Statement**

- 6. The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.**

CONTENT ELABORATION

Human activities develop in response to physical environments. Physical features like waterways provide economic opportunities for people; therefore, regions with waterways are often more populated. When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people construct canals and irrigation systems. Dams are built to control flooding and provide hydroelectric power.

Modifications to the environment have intended and unintended consequences. Some of the issues facing the world today are the result of unintended consequences of human activities including pollution and disruption of habitat.

EXPECTATIONS FOR LEARNING

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.

Grade 6 continued

TOPIC: HUMAN SYSTEMS**Content Statement****7. Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Eastern Hemisphere in the past and today.****CONTENT ELABORATION**

People, products, and, ideas move from place to place in the Eastern Hemisphere for political, environmental, social, and economic reasons. Building on prior knowledge from grade five, students will study some of the factors that cause push/pull movement. Students will learn how these factors have influenced cultural diffusion of the Eastern Hemisphere in the past and today. These factors include:

- political: changes in political leadership and citizen rights;
- environmental: the climate and natural disasters;
- social: discrimination, intolerance, and religious freedom; and
- economic: the availability of resources, changes in trade patterns, and employment opportunities.

The context of the modern Eastern Hemisphere allows for the study of multiple examples of the lasting impact of cultural diffusion. For instance, students can study the increase of English speakers in the Eastern Hemisphere as a result of economic factors, including international trade. The spread of religions throughout the Eastern Hemisphere was a result of trade and other factors.

The theme of cultural diffusion is meant to be integrated throughout the school year.

EXPECTATIONS FOR LEARNING

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.

Grade 6 continued

TOPIC: HUMAN SYSTEMS**Content Statement**

- 8. Diffusion of agricultural practices and products, technology, cultural practices, and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) impacted the Eastern Hemisphere.**

CONTENT ELABORATION

Diffusion can be defined as the spread of people, ideas, technology, and products among places.

As systems of trade and transportation developed, people traveled and migrated across continents, spreading their agricultural practices, cultural practices and products. These practices and products from the river civilizations can be found in modern society.

Religion is a key example of the diffusion of cultural practices and products. Students should be familiar with and able to identify:

- the geographic origins;
- founding leaders; and
- basic teachings.

The five major world religions include:

- Buddhism;
- Christianity;
- Hinduism;
- Islam; and
- Judaism.

EXPECTATIONS FOR LEARNING

Explain how diffusion has influenced modern cultural practices and products in the Eastern Hemisphere.

Describe the influence of religious diffusion in the modern world.

Grade 6 continued

STRAND: GOVERNMENT

TOPIC: CIVIC PARTICIPATION AND SKILLS

Content Statement

9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.

CONTENT ELABORATION

Students at this level continue developing civic participation skills by using evidence from a variety of historic and contemporary sources to communicate and defend a claim. Each source reflects a specific bias or perspective on a topic.

Students should understand the importance of examining the accuracy of a source by considering the following:

- Can the information be verified in other sources?
- What are the author's sources of information?
- Is the information original or reprinted/excerpted from another source?
- How does the source compare with others on the same topic?

In grade seven, students will learn about historical perspective. Historical perspective is the idea that historians and archaeologists describe historical events and issues from the perspectives of people living at that time to avoid evaluating the past in terms of today's norms and values.

EXPECTATIONS FOR LEARNING

Use a variety of historic and contemporary sources to communicate and defend a claim on a topic.

Examine a variety of sources for accuracy.

Grade 6 continued

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**Content Statement**

10. Governments can be categorized as monarchies, theocracies, dictatorships, or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

CONTENT ELABORATION

The study of roles and systems of government in grades four and five serves as a foundation for the study of monarchies, dictatorships and democracies in grade six. The study of theocracies is introduced at this grade level.

Students should understand how power is attained and held, and the relationship between those governing and those being governed for each type of government listed below:

- A monarchy is a government in which authority over the people is retained through a ruling family (e.g., Saudi Arabia).
- A democracy is a government where the power of those in authority is limited because the people retain the supreme power (e.g., United States).
- A dictatorship is a government where a ruler or small group with absolute power over the people, often through fear and/or force (e.g., North Korea).
- A theocracy is a government in which authority over the people is held by religious leaders who represent divine power and retain authority through religious beliefs (e.g., Iran).

Students should also recognize that actual systems of government are not always easily categorized and can be misrepresented. Though we use the labels of monarchy, theocracy, dictatorship or democracy, government characteristics often overlap and are inconsistent. Governments labeled as democracies might have some of the characteristics of dictatorships, as is the case with the Democratic People's Republic of Korea. North Korea, in reality, is a communist state led by a dictator. The United Kingdom has a royal family, which suggests a monarchy, but the constitutional monarchy is, in practice, much closer to a democracy.

As students develop understanding of the relationship between those governing and those being governed, they should be challenged with the concept that the extent of a citizens' liberties and responsibilities varies according to the limits of the governing body's authority. For instance, governmental authority is limited in most democracies, resulting in broad citizen liberties and responsibilities. Conversely, under most dictatorships, the dictator's authority is unlimited, resulting in strict limits on citizens' liberties and responsibilities.

EXPECTATIONS FOR LEARNING

Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.

Explain that the characteristics of government can often overlap and that the categorization of governments can misrepresent the actual relationship between those governing and those being governed.

Grade 6 continued

STRAND: ECONOMICS**TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement****11. Economists compare data sets to draw conclusions about relationships among them.****CONTENT ELABORATION**

Students at this level begin to think like economists as they practice comparing sets of data to draw conclusions.

These data sets may include information related to international trade, availability of natural resources, or population.

Students should be challenged to examine multiple sets of data and draw conclusions about relationships among them. Examples of relationships between data sets could be:

- exports and imports;
- trade patterns and the availability of natural resources; and
- life expectancy and level of education.

EXPECTATIONS FOR LEARNING

Compare economic data sets to identify relationships and draw conclusions.

Content Statement**12. The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.****CONTENT ELABORATION**

This content statement builds on foundational understanding that began in kindergarten of economic choices and their consequences.

Students will understand and be able to predict the present and future consequences of personal and collective economic choices.

Students at this level will examine the choices of individuals and governments that lead to economic decision making.

Students will evaluate and predict the resulting consequences, which are relative to individuals and societies.

EXPECTATIONS FOR LEARNING

Predict the present and future consequences of an economic decision.

Explain how individuals and societies may evaluate the choice differently.

Grade 6 continued

TOPIC: SCARCITY	
Content Statement	
13. The fundamental questions of economics include what to produce, how to produce, and for whom to produce.	
CONTENT ELABORATION	<p>Students at this level are introduced to the fundamental questions of economics:</p> <ul style="list-style-type: none"> • what to produce; • how to produce it; and • for whom to produce it. <p>Students will understand that limitations on resources force individuals and societies to make choices around these fundamental questions.</p> <p>Societies make decisions about what to produce and how to produce it based on the availability of productive resources including:</p> <ul style="list-style-type: none"> • human resources; • capital goods; and • natural resources. <p>Decisions about for whom to produce often are based on demand and means of distribution.</p> <p>EXPECTATIONS FOR LEARNING Explain how individuals and societies answer the fundamental questions of economics.</p>
Content Statement	
14. When regions and/or countries specialize, global trade occurs.	
CONTENT ELABORATION	<p>Study of specialization begins in grade five as students study the reasons individuals and societies specialize in the production of goods and services.</p> <p>Students at this level build on the understanding that the limited availability of productive resources leads to specialization as they study how and why specialization leads to trade on a global scale.</p> <p>When regions and/or countries specialize in the production of a limited number of goods and services, they must trade to obtain goods and services which they want but do not or cannot produce.</p> <p>EXPECTATIONS FOR LEARNING Explain how specialization leads to global trade.</p>

Grade 6 continued

TOPIC: MARKETS**Content Statement**

15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources, and capital) used.

CONTENT ELABORATION

Understanding of markets becomes more complex in grade six as students study the interaction of supply and demand, the influence of competition, and productive resources and outputs. Basic examples can be used to illustrate the interaction of these economic concepts in preparation for more in-depth study in the following grades.

The availability of a good or service and the demand for that good or service interact to determine price. Examples of this interaction include:

- Demand for gasoline increases beyond the capacity of refineries to provide adequate supplies, therefore, gasoline prices rise.
- When refinery production exceeds demand, producers drop gasoline prices to encourage car owners to purchase more gasoline.

Price is influenced by competition among producers who compete to sell their goods and services. When multiple producers compete to sell a product that is in high-demand, consumers may benefit as the producers lower their prices to increase sales and compete for customers. For example, when several stores sell the same video game system, they are in competition with one another, and often choose to lower prices to attract consumers.

The interaction of supply, demand, and competition influences the quantities of goods and services produced (output) and therefore, the quantities of productive resources (e.g., entrepreneurship, human resources, natural resources and capital) used.

As supply, demand, and competition interact to determine the price of a product, the number of products created also is affected. For example, video game manufacturers might produce more copies of a popular game in anticipation of holiday shopping. As the demand for a game increases during the holiday season, manufacturers will increase their output (copies of the game), as well as their use of input (productive resources like plastic to create discs and workers to package them).

EXPECTATIONS FOR LEARNING

Explain how supply, demand, and competition interact to determine price.

Explain how supply, demand and, competition interact to influence quantities of productive resources and outputs.

Grade 6 continued

TOPIC: FINANCIAL LITERACY**Content Statement****16. When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.****CONTENT ELABORATION**

Students at this level should understand how individuals compare the price and quality of goods and services when selecting items to buy.

Students should discuss how consumers can gather information on price and quality including:

- print and web-based advertising;
- personal recommendations; and
- independent reviews.

EXPECTATIONS FOR LEARNING

Explain how individuals compare price and quality when selecting goods and services to buy.

Grade 7

STRAND: HISTORY

TOPIC: HISTORICAL THINKING AND SKILLS

Content Statement

1. **Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.**

CONTENT ELABORATION

Development of historical thinking concepts began in earlier grades by having students look at primary source documents to understand that multiple sources and perspectives are needed to build a historical narrative.

Historians and archaeologists seek to provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time. As students examine a historian or archaeologist's interpretation of an event, students should look to see how they meet this standard.

By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.

EXPECTATIONS FOR LEARNING

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.

TOPIC: EARLY CIVILIZATIONS

Content Statement

2. **The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.**

CONTENT ELABORATION

The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece and Ancient Rome, as elaborated upon in Content Statement 17.

The legacy of the ancient Greeks includes direct democracy, astrolabe, pulley block, wood screw, ore smelting and casting, literature (e.g., fables, myths, epics, drama, comedy, tragedy), architecture (e.g., rectangular temples with tall columns), philosophy, and the study of history.

The legacy of the ancient Romans includes republic, Twelve Tables, checks and balances, tripartite government, civic duty, roads, basilicas, amphitheaters, aqueducts, arches, concrete, city/urban planning, frescoes, sculptures, and literature.

The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans; it eventually became the official religion of the empire.

EXPECTATIONS FOR LEARNING

Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.

Grade 7 continued

TOPIC: FEUDALISM AND TRANSITIONS**Content Statement**

- 3. The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.**

CONTENT ELABORATION

Rome weakened for many reasons, including but not limited to, the split between Western and Eastern Roman Empires, government corruption, civil war, lack of conquest, weakening military, shifting power from West to East, moral decline, and inflation. The decline of the Roman Empire in the West was hastened by Germanic invasions.

The lack of central government in the West led to the development of feudal and manorial systems. Feudalism was the system by which medieval Europeans organized their power and governments. Vassals received land and protection from a lord when they worked and fought for him. It might be understood as a pyramid with the monarch presiding over a hierarchy of less important vassals.

The manorial system was related to feudalism. It was an economic relationship between the peasants and lord. The peasants worked on land owned by the lord in return for fixed dues in kind, money and services. The manorial system prevailed in many European countries. While the Western Empire fell, the Eastern Roman Empire became known as the Byzantine Empire and lasted until the mid-15th Century.

EXPECTATIONS FOR LEARNING

Describe how internal and external factors helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems.

Content Statement

- 4. The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.**

CONTENT ELABORATION

The Mongols conquered and united most of present day China and Korea for approximately 80 years during the 13th and 14th centuries. The Yuan Dynasty strengthened trade in China by exporting porcelain and silk.

Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries. The Mongols attempted to conquer Japan but were unsuccessful. Japan's system of feudalism persisted and, over time, led to an isolated society that continued to the 19th century.

EXPECTATIONS FOR LEARNING

Explain how the Mongol conquests led to unified states in China and Korea.

Explain how the Mongol failure to conquer Japan allowed a feudal system to persist.

Grade 7 continued

TOPIC: FEUDALISM AND TRANSITIONS**Content Statement**

- 5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.**

CONTENT ELABORATION

In grade six, students learned general knowledge about world religions, including Islam, as they relate to the overall culture of a region. At this level students focus on the impact of Islamic civilization as it spread throughout most of the Mediterranean in the period following the fall of Rome and its later impact on the European Renaissance.

Muslims made contributions in medicine, science, math, art and architecture. Navigational advancements, including the quadrant, served as tools for European explorers.

Islamic achievements spread when Muslim rulers conquered most of the Middle East and parts of southern Europe, and from the trade that grew as a result of the Crusades. Islamic scholars preserved Classical texts and artifacts that influenced the Italian Renaissance.

EXPECTATIONS FOR LEARNING

Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.

Content Statement

- 6. The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.**

CONTENT ELABORATION

The decline in feudalism occurred for many reasons including the rise of the middle class and the Bubonic Plague. With a change from the more decentralized governments of feudalism to a more powerful central government, nations arose. These nations had defined borders, a common culture, and a central government.

Europe in the 14th through 17th centuries experienced a period in which a rebirth of Greco-Roman ideas impacted culture, science and society. The Renaissance began in Italy and spread to other European countries. The social changes that took place during the Renaissance transformed every aspect of European society. The rebirth that took place was most evident in the arts, literature and education. Painters and sculptors depicted naturalistic scenes and realistic details of individuals. Some experimented in the use of perspective. Many writers focused on ideas for reforming society. It also was a period in which conventional scientific theories were challenged. The revolutionary ideas relating to the study of Earth and its place in the universe placed those who espoused them in conflict with the Roman Catholic Church. These ideas were made more accessible by the advent of the printing press and increased literacy.

EXPECTATIONS FOR LEARNING

Analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes.

Grade 7 continued

TOPIC: FEUDALISM AND TRANSITIONS**Content Statement**

- 7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.**

CONTENT ELABORATION

The Reformation was an outgrowth of the Renaissance. It was a period in the 16th and 17th centuries that led to the decline in the political power and social influence of the Roman Catholic Church.

The Reformation began in Germany and was an attempt to bring reform to some of the policies and doctrines of the Roman Catholic Church (e.g., use of indulgences, practice of nepotism). Reform efforts were met with resistance from the Roman Catholic Church and led to the creation of a new Protestant denomination (Lutheran). Soon, other Protestant denominations developed across Europe over different issues and under different circumstances (e.g., Anglican, Presbyterian, Anabaptists).

EXPECTATIONS FOR LEARNING

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.

TOPIC: FIRST GLOBAL AGE**Content Statement**

- 8. Empires in Africa and Asia grew as commercial and cultural centers along trade routes.**

CONTENT ELABORATION

Trade was central to the economic and cultural development of African kingdoms, such as Ghana, Mali, and Songhai. Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth) and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law and literature.

Important commercial and cultural centers also developed in Asia. The Byzantine empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East and parts of eastern Europe.

The strong empire of the Mughals in northern India enabled art, architecture and culture to flourish. The Khyber Pass served as an important trade route.

China's great commercial and cultural centers grew as a result of its link to the western world through the Silk Road where culture and goods were exchanged.

EXPECTATIONS FOR LEARNING

Describe how empires in Africa and Asia grew as commercial and cultural centers along trade routes.

Grade 7 continued

TOPIC: FIRST GLOBAL AGE**Content Statement****9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.****CONTENT ELABORATION**

Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert.

Unlike the Atlantic slave trade, this form of slavery was not race-based. Slaves were more like indentured servants and there was more assimilation of slaves into the culture of North Africa due to the large number of integrated marriages. Slaves generally served as servants or soldiers in contrast to the harsh conditions for slaves in the Americas.

The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy.

This content serves as a foundational understanding of the slave trade as students will study the trans-Atlantic slave trade in grade eight. The trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.

EXPECTATIONS FOR LEARNING

Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.

TOPIC: FIRST GLOBAL AGE**Content Statement****10. European economic and cultural influence dramatically increased through explorations, conquests, and colonization.****CONTENT ELABORATION**

Imperialistic European powers gained new territories in the Americas, Africa, and Asia. Imperialism impacted the European economies as well as the territories they claimed. European powers gained new wealth from the resources they acquired through their explorations, conquests, and colonization. Their colonies also became markets for European products under the mercantilist system.

The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous people to Christianity, and introducing their languages and technology. They also weakened and supplanted established cultures.

EXPECTATIONS FOR LEARNING

Analyze the impact of European explorations, conquest, and colonization on indigenous people.

Analyze the impact of explorations, conquests, and colonization on European nations.

Grade 7 continued

TOPIC: FIRST GLOBAL AGE**Content Statement**

11. The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.

CONTENT ELABORATION

The Columbian exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of animals, plants and diseases between Europe, the Americas and the rest of the world. Europeans introduced communicable diseases that ravaged the American Indian population. Diseases were also carried back to Europe, but with a less devastating impact than those brought to the Americas. The cultures in both continents adapted to these exchanges. The Columbian exchange impacted societies in ways still evident today.

Specific examples of the Columbian exchange include:

- animals native to Europe: horses, pigs, sheep, cattle, and honeybees;
- animals native to the Americas: turkeys;
- crops imported to the Americas: bananas, beans, citrus fruits, coffee, grapes, olives, rice, and sugar cane;
- crops exported from the Americas: cacao beans, maize/corn, potatoes, tomatoes, pineapples, pumpkins, peppers, and tobacco; and
- communicable diseases: measles, small pox.

EXPECTATIONS FOR LEARNING

Explain how the Columbian exchange reshaped previously unconnected societies in ways still evident today.

Grade 7 continued

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement****12. Maps and other geographic representations can be used to trace the development of human settlement over time.****CONTENT ELABORATION**

Maps and other geographic representations such as aerial photographs, satellite-produced imagery and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present.

These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and transportation networks between regions as well as changing political boundaries. Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land.

This standard should be incorporated throughout the year.

EXPECTATIONS FOR LEARNING

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

TOPIC: HUMAN SYSTEMS**Content Statement****13. Geographic factors promote or impede the movement of people, products and ideas.****CONTENT ELABORATION**

Geographic factors can contribute to or impede the movement of people, products and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing. This standard should be incorporated throughout the year.

Geographic factors include:

- climate;
- bodies of water;
- mountains;
- deserts; and
- proximity to natural resources.

EXPECTATIONS FOR LEARNING

Describe how geographic factors can promote or impede the movement of people, products and ideas.

Grade 7 continued

TOPIC: HUMAN SYSTEMS**Content Statement**

14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.

CONTENT ELABORATION

Trade routes connecting Africa, Asia and Europe not only provided an exchange of technology, but also helped spread religious ideas. Islam expanded as Muslim traders traveled along the Silk Road to Asia and along trade routes connected to African kingdoms. Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also spread to China through the Silk Road, the major trade route connecting Europe and Asia. Traders from India spread Hinduism to southeast Asia (Indonesia). Judaism spread mostly because its followers were dispersed to areas controlled by the Roman Empire (Middle East, Europe, and North Africa). Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.

- Technology includes glass and paper making, the invention of the magnetic compass, and gunpowder.
- Goods include silk, gold, precious metals and stones, ivory, ornamental weapons, utensils, and textiles.

EXPECTATIONS FOR LEARNING

Explain how trade routes connecting Africa, Europe, and Asia fostered the spread of technology and major world religions.

Content Statement

15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.

CONTENT ELABORATION

Cultural diffusion is the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology.

Examples of cultural diffusion include:

- the roads built by the Romans allowed for the spread of Christianity;
- the invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed for the exploration of new lands;
- the inventions of paper and the printing press both led to mass productions of maps, pamphlets and books; and
- the printing of the Bible hastened the Protestant Reformation.

This standard should be incorporated throughout the year.

EXPECTATIONS FOR LEARNING

Identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.

Grade 7 continued

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement**

16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.

CONTENT ELABORATION

Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be challenged to understand the multiple perspectives that individuals and groups may have. This standard should be incorporated throughout the year.

Create opportunities for students to make connections between modern vs historic perspectives. These connections can lead to opportunities for civic engagement.

For example, the Magna Carta influenced the American colonists with their Declaration of Independence from Great Britain. Its influence today can be examined.

EXPECTATIONS FOR LEARNING

Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**Content Statement**

17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.

CONTENT ELABORATION

The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all citizens participated. The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers, and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls, and the Assemblies. Roman citizens had rights and were expected to vote, register for the census, and perform military service. Many governments today were influenced by the Greek and Roman models.

Athenian citizens consisted of males over 18 with Athenian fathers.

Roman citizens consisted of males with a parent who was a citizen, freed slaves, and other males who made a huge payment to the government.

An example of the influence of the Greek and Roman models is the connection of the United States to the democratic ideals of Greece and the representative structure of Rome.

EXPECTATIONS FOR LEARNING

Describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy.

Explain how Greek democracy and the Roman Republic influenced the structure and function of modern democratic governments.

Grade 7 continued

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**Content Statement****18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.****CONTENT ELABORATION**

There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments. Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states.

As monarchs of the other European nation states consolidated power, the lesser nobles of England limited the authority of their king by forcing him to sign the Magna Carta. Consequently, the power of English monarchs was not as absolute as their European counterparts.

The Magna Carta led to the development of democratic principles that would eventually influence the Declaration of Independence and American Revolution.

EXPECTATIONS FOR LEARNING

Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.

Grade 7 continued

STRAND: ECONOMICS**TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement**

19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

CONTENT ELABORATION

Economic decisions, whether they are made by individuals, governments or businesses, are generally made by weighing the costs against the benefits. This decision-making process is referred to as cost-benefit analysis. This standard should be incorporated throughout the year.

Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore and colonize new lands.

EXPECTATIONS FOR LEARNING

Explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions.

Describe how cost-benefit analysis of an action consists of short- and long-term consequences.

TOPIC: SCARCITY**Content Statement**

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

CONTENT ELABORATION

Productive resources are not distributed equally around the world. Productive resources are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions. Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or cannot produce. As societies grew and trade expanded, interdependence increased. This standard should be incorporated throughout the year.

Possible examples: The availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory, salt and gold in Africa, led these regions to specialize. They traded for goods they did not have and wanted. This exchange promoted global interdependence.

EXPECTATIONS FOR LEARNING

Explain how trade leads to specialization and interdependence.

Analyze how distribution of resources leads to specialization and trade.

Grade 7 continued

TOPIC: MARKETS**Content Statement**

21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.

CONTENT ELABORATION

Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets.

Consequently, growth of markets encouraged specialization and advanced a more efficient system for the exchanges of goods and services. The barter system limited market exchanges, so standardized money-based systems were created.

EXPECTATIONS FOR LEARNING

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.

Grade 8

STRAND: HISTORY

TOPIC: HISTORICAL THINKING AND SKILLS

Content Statement

1. **Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.**

CONTENT ELABORATION

Throughout the study of history, historical documents, artifacts and other materials can be examined in terms of the perspectives or points of view they represent.

Primary and secondary sources can be studied to understand how the same event might be portrayed from different perspectives. Primary sources provide first-hand information about historical events. Secondary sources provide interpretations of events by people who were not present at the events they discuss.

In using documents, historians determine the applicability of information and separate factual information from opinion and other sources. Historians also use evidence provided by the primary and secondary sources to construct arguments that support a stated position.

EXPECTATIONS FOR LEARNING

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.

TOPIC: COLONIZATION TO INDEPENDENCE

Content Statement

2. **North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.**

CONTENT ELABORATION

Many different American Indian cultures inhabited North America prior to the arrival of Europeans. In grade five, students learned about the unique characteristics of the American Indian cultures.

Economic reasons for European exploration of the Americas include the pursuit of new trade routes to Asia, the quest for new opportunities and the search for resources. The Europeans found resources that were in demand in Europe. Religious reasons for Europeans coming to North America include escaping persecution, creating religious sanctuaries, and converting American Indians to Christianity.

EXPECTATIONS FOR LEARNING

Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

Grade 8 continued

TOPIC: COLONIZATION TO INDEPENDENCE**Content Statement****3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.****CONTENT ELABORATION**

Rivalries spurred the powerful European countries to make land claims and to exploit the resources of the Western Hemisphere.

European powers competed with each other to control settlement and colonization of North America. One consequence was a series of wars involving colonial powers, colonists and American Indians culminating with the French and Indian War.

EXPECTATIONS FOR LEARNING

Explain how competition for control of territory and resources in North America led to conflicts among European colonizing powers.

Content Statement**4. The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.****CONTENT ELABORATION**

The general perspective of Europeans was that black Africans were inferior and uncivilized. This belief led to the forced relocation of many Africans to the American colonies. Although Africans aided Europeans in enslaving and in trading slaves, the practice was race-based and economically motivated. Europeans and many of American colonists enslaved Africans to provide a source of cheap labor.

Africans, enslaved and free, were significant contributors to the economic development of the colonies. Slavery was legal in all the American colonies. Slaves were used in maritime trade, manufacturing, agriculture, artisans and as domestics.

Slavery was also the foundation of the agricultural system in most of the Southern colonies and was critical in sustaining the cultivation of cash crops.

Slaves from Africa contributed their knowledge of planting crops to the colonies. Other cultural contributions of enslaved Americans include folklore, dance, craftsmanship, and music.

EXPECTATIONS FOR LEARNING

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.

Grade 8 continued

TOPIC: COLONIZATION TO INDEPENDENCE**Content Statement****5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution****CONTENT ELABORATION**

A chain of political, economic, and social changes that occurred during the Enlightenment helped to spur the American Revolution.

The ideas of the Enlightenment thinkers fueled the discontent felt by the American colonists with a series of actions instituted by the British government following the French and Indian War. The Enlightenment ideas include:

- rights of the citizen;
- natural law;
- reason; and
- idea of popular government.

Actions instituted by the British government that angered the American colonists include:

- Proclamation of 1763;
- Sugar Act;
- Stamp Act;
- Townshend Acts;
- Tea Act;
- Coercive or Intolerable Acts; and
- Quartering Act.

Enlightenment ideas also influenced the writers of the Declaration of Independence, with an emphasis on:

- natural rights;
- limitations on the power of the government;
- social contract; and
- consent of the governed.

EXPECTATIONS FOR LEARNING

Connect the Enlightenment ideas and dissatisfaction with colonial rule to the writing of the Declaration of Independence which led to the American Revolution.

Grade 8 continued

TOPIC: COLONIZATION TO INDEPENDENCE**Content Statement****6. Key events and significant figures in American history influenced the course and outcome of the American Revolution.****CONTENT ELABORATION**

The American Revolutionary War was a conflict between the American colonies and Great Britain. The course and outcome of the American Revolution were influenced by strategic events and leaders from both sides.

Key events and battles during this war included:

- Battle of Bunker Hill;
- Battle of Trenton;
- Valley Forge;
- Battle of Saratoga; and
- Battle of Yorktown.

The course of the war was shaped through the efforts of soldiers, American Indians, free and enslaved Africans, women, and foreign alliances.

EXPECTATIONS FOR LEARNING

Describe how key battles and individual contributions helped lead to the American victory in the American Revolution.

TOPIC: A NEW NATION**Content Statement****7. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.****CONTENT ELABORATION**

The American Revolution achieved national independence for the United States of America, a new country organized under the Articles of Confederation.

The newly independent thirteen colonies now faced the challenge of organizing a new government. The former colonies moved from support of a mother country under a mercantilist system to separate economies facing various economic issues.

Thirteen colonies, owing allegiance to Great Britain, transitioned into sovereign states loosely united as a confederation. States had to create new governing documents and address issues facing the new nation.

One of the successes of the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This ordinance established a precedent for protecting rights and set the stage for national growth and expansion.

EXPECTATIONS FOR LEARNING

Analyze the new relationships for the American people that resulted from the American Revolution.

Grade 8 continued

TOPIC: A NEW NATION**Content Statement****8. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.****CONTENT ELABORATION**

Domestic problems under the Articles of Confederation led to the creation of a new constitution. Problems under the Articles included:

- no chief executive;
- no federal courts;
- maintaining national security;
- creating a stable economic system;
- paying war debts;
- collecting revenue;
- regulating trade; and
- amending the Articles of Confederation.

Challenges in drafting the U.S. Constitution were debated during the Constitutional Convention and by Federalists and Anti-Federalists during the ratification process. These issues were resolved through compromises involving:

- powers of the central government versus the states;
- adoption of the Bill of Rights;
- congressional representation;
- the extent of democratic participation; and
- the continued institution of slavery.

EXPECTATIONS FOR LEARNING

Analyze how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

Grade 8 continued

TOPIC: A NEW NATION**Content Statement**

9. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

CONTENT ELABORATION

Actions of early U.S. presidential administrations established a strong federal government.

- Washington Administration:
 - creation of the national bank;
 - Whiskey Rebellion;
 - Greenville Treaty; and
 - Jay's Treaty.

Adams Administration:

- Alien & Sedition Acts; and
- maintaining neutrality.

Jefferson Administration:

- Marbury v. Madison; and
- Louisiana Purchase.

Madison Administration:

- War of 1812.

Monroe Administration:

- McCulloch v. Maryland;
- negotiating treaties to secure U.S. borders; and
- The Monroe Doctrine.

Peaceful transitions of the presidency began with Washington when he established the tradition of a two-term limit. (Later ratified as the 22nd Amendment.) Peaceful transitions occurred despite disputes in the elections of 1800 and 1824.

Attempts by Great Britain to invade the United States during the War of 1812 were turned back and the Madison Administration preserved the pre-war status of the United States.

EXPECTATIONS FOR LEARNING

Explain how early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

Grade 8 continued

TOPIC: EXPANSION	
Content Statement	
10. The United States added to its territory through treaties and purchases.	
CONTENT ELABORATION	<p>The United States negotiated treaties with and purchases from other countries in an effort to expand its territory and to solidify its borders. Treaties were negotiated with:</p> <ul style="list-style-type: none"> • Spain - Adams-Onís Treaty; • Great Britain - Oregon Treaty; and • Mexico - Treaty of Guadalupe Hidalgo. <p>The U.S. expanded its territory through purchases from:</p> <ul style="list-style-type: none"> • France - Louisiana Purchase; • Mexico - Gadsden Purchase; and • Russia - Alaska Purchase.
EXPECTATIONS FOR LEARNING	Describe how the United States added to its territory through treaties and purchases.
Content Statement	
11. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.	
CONTENT ELABORATION	<p>Territorial expansion of the United States continued after the War of 1812. It contributed to economic development by providing land for settlement and development of transportation networks. Resources, such as gold and fur, were discovered in the acquired territories.</p> <p>As the country expanded, it developed into sections with distinct economic and cultural characteristics. The sections took different positions on key political issues of the day including slavery and tariffs. Westward expansion escalated the debate over the key sectional issue of whether slavery should be extended into the new territories.</p> <p>Growth of the United States encroached upon Mexico. The annexation of Texas, efforts to purchase Mexican territory and disputes over the Texas-Mexico border led to the Mexican War.</p> <p>Settlement of the United States led to the displacement of American Indians from their native lands through legal and military actions including the Indian Removal Act and the Trail of Tears.</p> <p>In the 1840s, the idea of Manifest Destiny was used by politicians and leaders to explain and justify continental expansion by the United States.</p>
EXPECTATIONS FOR LEARNING	<p>Explain how westward expansion contributed to economic, agricultural and industrial development.</p> <p>Analyze debates over sectional issues, war with Mexico and the displacement of American Indians in relationship to westward expansion.</p>

Grade 8 continued

TOPIC: CIVIL WAR AND RECONSTRUCTION**Content Statement**

12. 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.

CONTENT ELABORATION

The federal system of government created by the Constitution raised questions during the first half of the 19th century over the power of the federal government versus the powers reserved to the states. States' rights arguments were first outlined in the Virginia and Kentucky Resolutions of 1798-99.

As the United States continued to grow, sectionalism based on economic characteristics became more distinct. The sections took different positions on key political issues of the day including:

- tariff policy;
- the national bank;
- internal improvements;
- sale of public lands; and
- slavery.

In several key instances, the sectional issues involved arguments over states' rights:

- Tariff of Abominations; and
- Nullification Crisis of 1832-33.

One sectional issue in particular, the extension of slavery, prompted much debate in the 1800s:

- Missouri Compromise;
- Wilmot Proviso;
- Compromise of 1850; and
- Kansas-Nebraska Act.

The debate over this issue culminated with the South's exercise of the ultimate states' right – secession.

The American Civil War was fought to resolve the issues of states' rights versus a federal union, and whether or not the nation would continue to allow slavery.

EXPECTATIONS FOR LEARNING

Compare the positions of sections of the United States on issues from the 1820s through the 1850s.

Summarize how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.

Grade 8 continued

TOPIC: CIVIL WAR AND RECONSTRUCTION**Content Statement****13. Key events and significant figures in American history influenced the course and outcome of the Civil War.****CONTENT ELABORATION**

The American Civil War was a conflict between the United States and the eleven Southern states that seceded from the Union. The course and outcome of the Civil War was influenced by strategic decisions by leaders from both the North and South, decisive battles, and military strategy.

Key events and battles include:

- Fort Sumter;
- Battle of Antietam;
- Battle of Gettysburg;
- Battle of Vicksburg;
- Sherman's March to the Sea;
- Emancipation Proclamation;
- Lee's surrender at Appomattox Courthouse; and
- assassination of Abraham Lincoln.

The course of the war was shaped by the efforts of the military and civilians, including women, free and enslaved Africans.

EXPECTATIONS FOR LEARNING

Describe how key battles and individual contributions helped lead to the defeat of the secessionist states.

Content Statement**14. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.****CONTENT ELABORATION**

The conclusion of the American Civil War brought victory for the federal union over the secessionist states, emancipated enslaved Americans, and began the period of Reconstruction for the South.

During Reconstruction, amendments were passed to emancipate all enslaved Americans, grant citizenship, and extend voting rights.

Reconstruction had a particular impact on Southern states. They were required to implement a series of actions before being readmitted to the Union, resulting in resentments and new issues. Many white southerners resented the new status afforded to African Americans. They responded by enacting black codes forming organizations such as the Ku Klux Klan.

Congress and the presidency engaged in a struggle to control Reconstruction, which threatened the balance of power between the branches of the federal government.

EXPECTATIONS FOR LEARNING

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

Grade 8 continued

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****Content Statement****15. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.****CONTENT ELABORATION**

Modern and historical maps, as well as other geographic tools can be used to analyze how historical events have been influenced by the distribution of natural resources, topography and geographic location.

These tools can be used to understand changes over time. They may be used to help illustrate sectionalism, unification or movement.

EXPECTATIONS FOR LEARNING

Analyze the ways in which historical events are shaped by geography using both modern and historical maps as well as other geographic tools.

TOPIC: HUMAN SYSTEMS**Content Statement****16. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.****CONTENT ELABORATION**

The expansion of the United States, both geographically and economically, was influenced by the availability of its natural resources:

In the north, the abundance of resources allowed for the development of manufacturing and shipping.

In the south, the soil and climate was conducive for the growing of cash crops which drained southern soils of essential nutrients and helped force the westward expansion of the plantation system.

Expansion westward encouraged the building of canals and railroads, which in turn influenced further western migration.

New settlers negatively affected the environment by impacting native vegetation, sources of water, and wildlife for economic gain.

EXPECTATIONS FOR LEARNING

Analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States.

Explain how the economic expansion of the United States sometimes resulted in unintended environmental consequences.

Grade 8 continued

TOPIC: HUMAN SYSTEMS	
Content Statement 17. 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.	
CONTENT ELABORATION	<p>The development of the colonies into regions reflected the geographic characteristics of the region and the origins of its settlers and caused displacement of American Indians.</p> <p>In the south, the plantation economy relied upon slave labor. In the north, the manufacturing and industrial economy that developed was less reliant on slavery. These differences influenced the ideas and political perspectives regarding the institution of slavery as the colonies gained independence and developed as a country.</p> <p>The opening of lands west of the Appalachians for white settlers led the government to move American Indians further west through treaty negotiations or by forcible removal.</p> <p>Sections of North America developed new patterns of settlement and land use due to the movement of people through immigration, importation of slaves and the displacement of American Indians. These new patterns of settlement and land use influenced the political and economic development of the United States with the creation of the Land Ordinance of 1785 and the Northwest Ordinance of 1787.</p> <p>The movement of people and products necessitated the construction of better transportation networks.</p>
EXPECTATIONS FOR LEARNING	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.
Content Statement 18. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.	
CONTENT ELABORATION	<p>Cultural biases, stereotypes, and prejudice against groups such as Americans Indians, women, and new immigrant groups contributed to controversies in American history. Responses to prejudice contributed to rebellions, forced migrations, and struggles for equal rights.</p>
EXPECTATIONS FOR LEARNING	Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and for the majority population.

Grade 8 continued

TOPIC: HUMAN SYSTEMS**Content Statement****19. Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.****CONTENT ELABORATION**

Democratic ideals became the cornerstone for the development of a common unique national identity. Many of these ideals were reflected in colonial governments and formed the basis for the colonists' disagreements over British policies, and were embedded in the U.S. Constitution, particularly in the Bill of Rights.

A uniquely American identity began to emerge around the time of the American Revolution. The creation of public educational systems helped foster these ideals.

Many immigrants came to the United States in pursuit of these democratic ideals with the hope of assimilating as Americans.

EXPECTATIONS FOR LEARNING

Identify developments that helped bring about a unique national identity based on democratic ideals among diverse regional and cultural populations in the United States.

Grade 8 continued

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement****20. Active participation in social and civic groups can lead to the attainment of individual and public goals.****CONTENT ELABORATION**

Throughout early American history, there are examples of how participation in social and civic groups led to the attainment of individual and public goals.

An example of social participation is membership in a trade union which sought to improve working conditions.

Civic groups included the Sons of Liberty, women suffragists, and the abolitionist movement.

EXPECTATIONS FOR LEARNING

Explain how participation in social and civic groups can lead to the attainment of individual and public goals.

Content Statement**21. Informed citizens understand how media and communication technology influences public opinion.****CONTENT ELABORATION**

Media and communication technology influences public opinion through a variety of means. Historically, this includes improvements in printing, mail delivery, distribution of newspapers, and the telegraph, which heightened public awareness and provided information. They also exposed people to arguments, emotional appeals, and propaganda. Pamphlets, books and newspaper articles influenced public opinion in early American history. The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.

EXPECTATIONS FOR LEARNING

Explain how media and communication technology influence public opinion.

Grade 8 continued

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**Content Statement**

22. The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.

CONTENT ELABORATION

The federal government established by the U.S. Constitution divides power among a federal government and states. This allows both levels of government some degree of independence.

The United States is a republic in which elected officials representing the people make laws and public policy.

The U.S. Constitution provides for separation of powers among the three branches of government which includes:

- a legislative branch that makes laws;
- an executive branch that enforces laws; and
- a judicial branch that interprets laws.

The U.S. Constitution also provides for a system of checks and balances among the three branches of government. These checks and balances include the:

- power of the President to veto acts of Congress;
- power of Congress to approve presidential appointments, override Presidential veto, and impeachment; and
- power of Supreme Court to declare laws unconstitutional through judicial review and override lower court decisions.

EXPECTATIONS FOR LEARNING

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

Content Statement

23. The U.S. Constitution protects citizens' rights by limiting the powers of government.

CONTENT ELABORATION

The U.S. Constitution including the Bill of Rights, protects the rights of citizens by placing limits on the powers of the government. The federal government, for example, is prohibited from infringing on the freedoms of speech, press, religion, assembly, and petition.

Citizens also are entitled to due process of law, guaranteed the right to trial by jury and the right to counsel, and are protected from cruel and unusual punishments. After the Civil War, Reconstruction Amendments extended basic rights to the formerly enslaved Americans.

EXPECTATIONS FOR LEARNING

Evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government.

Grade 8 continued

STRAND: ECONOMICS**TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement****24. Choices made by individuals, businesses and governments have both present and future consequences.****CONTENT ELABORATION**

Economic choices are made because wants are unlimited, but resources are scarce. In any economic decision, whether by an individual, business or government, there are consequences for the present and the future.

Businesses must weigh the consequences of hiring more workers, investing in research and development, and lowering or raising prices against potential profits in the short and long term.

Governments must consider which public goods and services to provide for the common good with available revenue. They also must weigh the immediate and future impact of raising or lowering revenue through tax and tariff policy.

Historical decisions based in part on economic choices include:

- exploring new lands;
- importing slaves to the Americas;
- imposing new taxes on the American colonies;
- purchasing and/or acquiring lands from foreign countries;
- growth of industry;
- working conditions, and
- imposing tariffs.

EXPECTATIONS FOR LEARNING

Analyze how choices made by individuals, businesses and governments have both present and future consequences.

TOPIC: PRODUCTION AND CONSUMPTION**Content Statement****25. 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****CONTENT ELABORATION**

The first Industrial Revolution in the United States began following the War of 1812 and greatly increased the country's economic growth. It fundamentally changed the means of production through improvements in technology, the use of new power sources, the advent of interchangeable parts, and the shift from craftwork to factory work, which led to greater efficiency in the production process. Although this revolution began with the textile industry, it quickly moved to the production of other goods.

EXPECTATIONS FOR LEARNING

Analyze how the Industrial Revolution changed the means of production and affected economic growth.

Grade 8 continued

TOPIC: MARKETS**Content Statement****26. Governments can impact markets by means of spending, regulations, taxes, and trade barriers.****CONTENT ELABORATION**

Examples of how governments policies can impact markets by means of spending, regulations, taxes and trade barriers can be found in early American history.

Spending by the United States and state governments has impacted markets by the financing of internal improvement, such as transportation networks including:

- roads;
- canals; and
- railroads.

The United States also purchased land for later development.

Regulations have been used by governments to control markets by limiting the production or exchange of goods.

Trade barriers, such as tariffs, are used by governments to impact markets. They are the means used to prevent certain exchanges of goods between nations.

EXPECTATIONS FOR LEARNING

Analyze the impact government can have on markets by spending, regulating, taxing, and creating trade barriers.

Social Studies Model Curriculum, High School

American History

TOPIC: HISTORICAL THINKING AND SKILLS	
Content Statement	
1. The use of primary and secondary sources of information includes an examination of the credibility of each source.	
CONTENT ELABORATION	<p>The use of primary and secondary sources in the study of history includes an analysis of their credibility. This is accomplished by checking sources for:</p> <ul style="list-style-type: none"> • the perspective of the author; • agreement with other credible sources; • the qualifications and reputation of the author; • bias of the author (including use of stereotypes); • the circumstances in which the author prepared the source; and • accuracy and consistency of arguments made throughout the source.
EXPECTATIONS FOR LEARNING	Analyze and evaluate the credibility of primary and secondary sources.
Content Statement	
2. Historians develop theses and use evidence to support or refute positions.	
CONTENT ELABORATION	<p>Historians develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.</p> <p>The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs, and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.</p> <p>Historians cite their sources and use the results of their research to support or refute assertions made by others.</p>
EXPECTATIONS FOR LEARNING	Develop a thesis and use evidence to support or refute a position.

American History continued

TOPIC: HISTORICAL THINKING AND SKILLS**Content Statement**

- 3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.**

CONTENT ELABORATION

When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of the Great Migration, an analysis would include its causes and effects.

An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another?

An examination of the Great Migration would include the demand for workers in the industrial north as a short-term cause and the introduction of Jim Crow legislation as a long-term factor contributing to internal migration.

EXPECTATIONS FOR LEARNING

Identify examples of multiple long- and short-term causal relationships with respect to historical events.

Analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation.

TOPIC: FOUNDING DOCUMENTS**Content Statement**

- 4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.**

CONTENT ELABORATION

The Declaration of Independence was written to express the ideals that Americans believed government should be founded on. These ideals, embodied in individual and civil liberties, include:

- unalienable rights;
- consent of the people;
- equality of rights for all citizens; and
- responsibility of the government to protect the rights of its citizens.

EXPECTATIONS FOR LEARNING

Explain the unalienable rights found in the Declaration of Independence as they apply to individual rights, marginalized groups, and the changing role of government.

American History continued

TOPIC: FOUNDING DOCUMENTS**Content Statement**

- 5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.**

CONTENT ELABORATION

The Northwest Ordinance provided the basis for temporary governance for the Northwest Territory and eventual entry of these states into the United States.

The Northwest Ordinance established precedents that included:

- public education (“schools and the means of education”) to be encouraged;
- the establishment of civil liberties (e.g., religious liberty, right to trial by jury, writ of habeas corpus);
- the prohibition of slavery (later included in the Constitution as the 13th Amendment); and
- state governments were to be republican in structure (this provision was repeated in the U.S. Constitution).

EXPECTATIONS FOR LEARNING

Explain the precedents for governing the United States that were established by the Northwest Ordinance.

Content Statement

- 6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.**

CONTENT ELABORATION

The U.S. Constitution strengthened the structure of the national government by:

- establishing three separate branches;
- including the principle of federalism that delineated the distribution of powers between the national government and the states;
- instituting the ability to pass legislation and amend the Constitution; and
- giving the ability to address the issues facing the nation (e.g., powers to levy taxes, raise armies, and regulate commerce) to Congress.

The U.S. Constitution defined the relationship between the people and their government by:

- limiting government to protect individual and civil liberties;
- ensuring people have a role in electing government representatives; and
- guaranteeing power from the consent of the people.

EXPECTATIONS FOR LEARNING

Explain how the U.S. Constitution establishes a limited government that protects the rights of the people.

American History continued

TOPIC: FOUNDING DOCUMENTS**Content Statement**

- 7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.**

CONTENT ELABORATION

The Federalists published a series of essays to convince others to support the ratification of the U.S. Constitution. The Federalists advocated for:

- national taxation to fund the central government;
- a standing army for a strong national defense; and
- a strong central government with checks and balances.

The Anti-Federalists also published their concerns relating to the shift of power from state governments to a strong central government. Their concerns included:

- national taxation becoming repressive;
- the use of a standing army against their own citizens; and
- establishing a balance of power between national and state governments.

One of the key issues in the debate over the ratification of the Constitution concerned individual rights. Anti-Federalist arguments regarding the lack of protections of individual liberties led to the introduction and eventual ratification of the Bill of Rights, which included:

- freedom of speech, press, assembly, petition, religion;
- due process of law; and
- protections against illegal search and seizure.

EXPECTATIONS FOR LEARNING

Compare the arguments of the Federalists and Anti-Federalists.

Explain how the Federalist and Anti-Federalist debates led to the adoption of the Bill of Rights.

American History continued

TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920)**Content Statement**

8. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.

CONTENT ELABORATION

Industrialization in the United States in the late 19th and early 20th centuries was characterized by the rise of corporations and heavy industry, which transformed the American economy. Consequences of this transformation included:

- a shift from a predominance of agricultural workers to a predominance of factory workers;
- a shift from rural living to urban living, with more people living in crowded and unsanitary conditions;
- new technologies made production more efficient as machines replaced human labor;
- increased agricultural production due to mechanized farming; and
- the development of the mechanized assembly line and mass production which led to the transition from skilled to unskilled labor.

Some of the technological innovations that transformed the American economy in the late 19th and early 20th centuries included the telephone, phonograph, incandescent light bulb, washing machine, skyscraper, automobile, and airplane.

EXPECTATIONS FOR LEARNING

Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agricultural economy to an increasingly industrial economy.

Content Statement

9. 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.

CONTENT ELABORATION

The rise of industrialization in the United States in the late 19th and early 20th centuries increased the demand for workers. With this demand, immigrants came from other countries and Americans migrated from other parts of the United States to take jobs in industrial centers.

Laissez-faire policies allowed the formation of monopolies and trusts. Conflict between corporations and labor led to the growth of labor unions. Labor unions advocated for workplace reforms such as:

- shorter work days;
- increased pay;
- safer working conditions; and
- restrictions on child labor.

Tactics employed by the labor unions to achieve their goals included:

- collective bargaining;
- strikes; and
- boycotts.

Labor organizations faced violent backlash from business owners that sometimes led to government intervention.

EXPECTATIONS FOR LEARNING

Explain the economic effects of industrialization, the growth of organized labor, and the influences of laissez-faire policies.

American History continued

TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920)**Content Statement****10. Immigration, internal migration and urbanization transformed American life.****CONTENT ELABORATION**

Mass immigration at the turn of the 20th century made the country more diverse and transformed American life. Effects of mass immigration included:

- filling a demand for workers;
- diffusion of ethnic traits into American culture;
- impacting the growth of cities; and
- increased nativist sentiment.

Internal migration contributed to the growth of urban areas. Many people left their farms for the cities seeking greater job opportunities.

The Great Migration was the mass movement of African Americans who fled the rural South for the urban North. They sought to escape discrimination and secure better-paying jobs. The Great Migration helped transform northern cities economically (e.g., as workers and consumers) and culturally (e.g., art, music, and literature).

Urbanization transformed the physical nature of cities including:

- buildings becoming taller and tenement buildings providing housing for working families;
- increased crime, disease, overcrowding, poor living conditions, and lack of sanitation services;
- the emergence of ethnic neighborhoods;
- improvements in public transportation; and
- a growing middle class that could easily commute for employment and leisure activities.

EXPECTATIONS FOR LEARNING

Analyze how immigration, internal migration and urbanization transformed American life.

American History continued

TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920)**Content Statement****11. Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.****CONTENT ELABORATION**

Industrialization led to increased demand for natural resources and encouraged westward migration by Americans.

As Americans moved west, conflicts often occurred as Americans came into contact with American Indians. Consequences of these conflicts included:

- the Plains Wars;
- the Battle of Little Bighorn;
- the Wounded Knee Massacre; and
- resistance to assimilation (e.g., Ghost Dance).

The demand for resources and land in the West changed the life of the American Indians, who continued to be displaced from their ancestral lands through a series of treaties and government actions that included:

- Homestead Acts;
- Dawes Act;
- reservation system;
- Indian residential schools; and
- Americanization and assimilation.

EXPECTATIONS FOR LEARNING

Explain how continued American westward movement impacted American Indians.

Content Statement**12. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.****CONTENT ELABORATION**

The removal of federal troops from the South accompanied the end of Reconstruction and helped lead to the restoration of the Democratic Party's control of state governments. Many reforms enacted by Reconstruction governments were repealed.

Racial discrimination was further institutionalized with the passage of Jim Crow Laws. These state laws and local ordinances enforced discriminatory policies that included:

- racial segregation;
- limited ballot access;
- prohibition of interracial marriage; and
- limited protection of civil rights for African Americans.

The U.S. Supreme Court affirmed segregation in the *Plessy v Ferguson* decision.

The rise of the Ku Klux Klan and other nativist organizations brought increased violence against African Americans.

EXPECTATIONS FOR LEARNING

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.

American History continued

TOPIC: INDUSTRIALIZATION AND PROGRESSIVISM (1877-1920)**Content Statement**

13. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization, and political corruption.

CONTENT ELABORATION

Industrial capitalism, urbanization, and political corruption contributed to problems in American society in the late 19th and early 20th centuries. Public reaction to the effects of industrialization led to the creation of a reform agenda which contributed to the rise of Progressivism. Journalists, called muckrakers, exposed political corruption, corporate and industrial practices, social injustice, and life in urban America.

Progressives introduced reforms to address the issues associated with industrial capitalism. Their efforts led to antitrust lawsuits, antitrust legislation, railroad regulation, consumer protection legislation, and conservation reforms. Examples of progressive reforms included:

- Sherman and Clayton Antitrust Acts;
- Pure Food and Drug Act;
- Meat Inspection Act; and
- creation of the U.S. Forest Service and the National Park Service.

Progressives sought to address concerns arising with growing urban settlement. Examples of actions taken to combat problems caused by urbanization included:

- the creation of settlement houses;
- improvements in public sanitation; and
- building codes established to address concerns with tenement housing.

The Federal Reserve Act was passed to control the nation's money supply and regulate the banking system. Progressives fought political corruption and introduced reforms to make the political process more democratic.

Other progressive reforms included:

- 16th Amendment (power of Congress to levy an income tax);
- 17th Amendment (direct election of U.S. Senators);
- 18th Amendment (prohibition of alcoholic beverages); and
- 19th Amendment (women's suffrage).

EXPECTATIONS FOR LEARNING

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.

American History continued

TOPIC: FOREIGN AFFAIRS FROM IMPERIALISM TO POST-WORLD WAR I (1898-1930)**Content Statement****14. As a result of overseas expansion, the Spanish-American War, and World War I, the United States emerged as a world power.****CONTENT ELABORATION**

Following the initial settlement of the western frontier, Americans developed favorable attitudes toward foreign expansion. Pushed along by global competition for markets, prestige, an expanded navy, and a sense of cultural superiority, the United States engaged in a series of overseas actions which fostered its move to global power status. Such actions included:

- the annexation of Hawaii;
- the Spanish-American War; and
- Big Stick Diplomacy.

With its entry into World War I, the United States mobilized a large army and navy to help the Allies achieve victory. After the war, European countries were forced to concentrate their resources on rebuilding their countries which allowed the United States to emerge as a world power.

EXPECTATIONS FOR LEARNING

Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.

Content Statement**15. After World War I, 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.****CONTENT ELABORATION**

After World War I, the United States emerged as a world leader and pursued efforts to maintain peace in the world. The United States' efforts partially helped shape the Treaty of Versailles, but debate over its terms and efforts to avoid foreign entanglements led to its defeat in the Senate and the United States' decision not to join the League of Nations.

Desires to avoid another major war led to treaties addressing arms limitation and territorial expansion. In 1928, the United States signed the Kellogg-Briand Pact to prohibit war as "an instrument of national policy." In later legislative acts, the United States sought to limit its involvement in international affairs.

EXPECTATIONS FOR LEARNING

Explain why and how the United States moved to a policy of isolationism following World War I.

American History continued

TOPIC: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919-1941)**Content Statement****16. Racial intolerance, anti-immigrant attitudes, and the Red Scare contributed to social unrest after World War I.****CONTENT ELABORATION**

The Great Migration of African Americans to northern cities heightened racial tensions due to increased competition for jobs, housing, and public services. Evidence of racial tension throughout the nation included:

- enforcement of Jim Crow legislation that continued in the South during the post-war era;
- lynchings and threats of racial violence;
- racial intolerance and the revival of the Ku Klux Klan across the United States; and
- urban race riots.

An increase in immigration to the United States from southern and eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas. Intolerance toward immigrants, Catholics, and Jews was exhibited by groups such as the Ku Klux Klan.

The rise of Communism in Russia as well as post-war labor strikes and violence in the United States stirred fears of revolution among Americans. The Red Scare of 1919-1920 was a reaction to these perceived threats and led to the incarceration and deportation of many immigrants.

EXPECTATIONS FOR LEARNING

Describe how racial intolerance, anti-immigrant attitudes, and the Red Scare contributed to social unrest after World War I.

Content Statement**17. An improved standard of living for many, combined with technological innovations in communication, transportation, and industry resulted in social and cultural changes and tensions.****CONTENT ELABORATION**

Following World War I, the United States experienced a period of successful advances in industry and an economic boom that improved the standards of living for many Americans.

Technological innovations in industry, transportation, and communication included:

- the assembly line;
- automobile;
- commercial aircraft;
- talking motion pictures;
- commercial radio broadcasts; and
- wider circulation of newspapers and magazines;

These innovations brought change, but some changes challenged social norms and increased tensions.

EXPECTATIONS FOR LEARNING

Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes

American History continued

TOPIC: PROSPERITY, DEPRESSION AND THE NEW DEAL (1919-1941)**Content Statement****18. Movements such as the Harlem Renaissance, African-American migration, women's suffrage, and Prohibition all contributed to social change.****CONTENT ELABORATION**

The passage of the Jim Crow laws and new job opportunities in the American North influenced the Great Migration of African Americans from the South to cities throughout the Northeast and Midwest. These cities quickly became cultural centers for African Americans in the United States.

The Harlem Renaissance was a celebration of African American culture and contributed to social change. The themes of African American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. Jazz flourished during the Harlem Renaissance and became an established American music genre.

The goal of the woman suffrage movement was obtained with the passage of the 19th Amendment. Women increased economic and political participation led to changes in social attitudes.

Prohibition had mixed results and lacked popular support. It led to speakeasies and increased organized crime. The 18th Amendment was difficult and costly to enforce and was repealed with the 21st Amendment.

EXPECTATIONS FOR LEARNING

Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage, and Prohibition.

Content Statement**19. 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.****CONTENT ELABORATION**

One factor leading to the Great Depression in the United States was the excessive amount of lending by banks. This increased the easy access to and fueled the use of consumer credit.

The Federal Reserve attempted to curb these practices by constricting the money supply. This action worsened economic conditions by making it more difficult for people to repay debts. It was also difficult for businesses and banks to continue operations.

Another factor leading to the Depression was stock market speculation. Many investors were buying on margin with the hope of making huge profits. However, the collapse of the stock market led many to lose their investments and fortunes. The closing of many businesses led to the rise of consumer debt as workers lost needed income.

During the 1930s, the role of the federal government was greatly expanded through New Deal legislation, policies, and agencies which included:

- the Social Security Act;
- the National Recovery Administration;
- the Securities and Exchange Commission (SEC);
- the Federal Deposit Insurance Corporation (FDIC); and
- Public Works Programs (e.g., Works Progress Administration, Tennessee Valley Authority, Civilian Conservation Corps).

The benefits of New Deal programs were unevenly distributed furthering the divide between social classes and minorities.

EXPECTATIONS FOR LEARNING

Describe how the federal government's monetary policies, stock market speculation and increasing consumer debt led to the Great Depression.

Explain how the efforts to combat the Great Depression led to an expanded role for the federal government.

American History continued

TOPIC: FROM ISOLATION TO WORLD WAR (1930-1945)**Content Statement**

20. 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.

CONTENT ELABORATION

Following World War I, the United States was reluctant to become involved in overseas conflicts that could lead to another war.

The Neutrality Acts of the 1930s were attempts to isolate the country from the emerging problems in Asia and Europe.

In an effort to aid countries fighting against fascist aggression, the United States introduced the cash-and-carry policy, the Lend-Lease Act, and helped write the Atlantic Charter.

The expansionist policies of Japan and the bombing of Pearl Harbor ended U.S. isolationist policies.

EXPECTATIONS FOR LEARNING

Explain how America transitioned from an isolationist foreign policy to involvement in World War II.

Content Statement

21. United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

CONTENT ELABORATION

The policy and mobilization of the United States at the outbreak of World War II greatly impacted the lives of Americans. Aspects of wartime policy and mobilization included:

- transition from peacetime to wartime economy (e.g., price controls, War Production Board);
- personal sacrifices for the war effort (e.g., rationing, victory gardens);
- military mobilization efforts (e.g., military draft, naval expansion);
- contributions to the war effort (e.g., war bonds, scrap drives); and
- propaganda efforts by the government.

Job opportunities in the civilian workforce and in the military opened for women and minorities.

Marginalized groups and their experiences during World War II included:

- African Americans (e.g., Double V Campaign);
- Japanese Americans (e.g., internment camps);
- American Indians (e.g., Navajo Code Talkers); and
- Mexican Immigrants (e.g., Bracero Program).

EXPECTATIONS FOR LEARNING

Explain changes American society experienced with the mobilization of its economic and military resources during World War II.

American History continued

TOPIC: US THE COLD WAR (1945-1991)**Content Statement****22. Use of atomic weapons changed the nature of war, altered the balance of power, and began the nuclear age.****CONTENT ELABORATION**

The dropping of the atomic bombs on Japan hastened the end of World War II and is considered the beginning of the nuclear age. Atomic bombs introduced a new type of weapon capable of mass destruction. Possession of the nuclear bomb contributed to the status of the United States as a superpower.

Successful Soviet development of the atomic bomb in 1949 escalated an arms race that continued throughout the Cold War and led to heightened fears of a nuclear war and the establishment of the Soviet Union as a second superpower.

EXPECTATIONS FOR LEARNING

Explain how atomic weapons have changed the nature of war, altered the balance of power, and started the nuclear age.

Content Statement**23. The United States followed a policy of containment during the Cold War in response to the spread of communism.****CONTENT ELABORATION**

The policy of containment began in the late 1940s to halt the spread of communism in Europe and Asia, and expanded to other parts of the world over the next several decades.

Reasons for implementing the policy of containment included:

- the fear of Soviet expansion in Europe;
- the rise of communism in China; and
- the spread of communism throughout Latin America and Asia.

Containment policies and international alliances included:

- the Marshall Plan;
- the Truman Doctrine; and
- the North Atlantic Treaty Organization (NATO).

In Asia, the policy of containment was the basis for U.S. involvement in the Korean and Vietnam Wars.

EXPECTATIONS FOR LEARNING

Analyze the policy of containment the United States followed during the Cold War in response to the spread of Communism.

American History continued

TOPIC: US THE COLD WAR (1945-1991)**Content Statement****24. The Second Red Scare and McCarthyism reflected Cold War fears in American society.****CONTENT ELABORATION**

The actions of the Soviet Union in Eastern Europe and the spread of communism in Asia caused a Second Red Scare. These developments sparked fears among many Americans and challenged civil liberties. The Second Red Scare focused attention on the media, labor unions, universities, and the military as targets of communist subversion.

Fears of subversion and charges of communist infiltration of the U.S. government led to the following actions:

- McCarthyism;
- investigations of the House Un-American Activities Committee (HUAC); and
- blacklisting of suspected communists.

EXPECTATIONS FOR LEARNING

Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.

Content Statement**25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.****CONTENT ELABORATION**

The Cold War dominated international politics and impacted domestic policies in the United States for 45 years. Domestic and international concerns during this period included:

- the Korean War;
- the Second Red Scare;
- the nuclear arms race;
- the Bay of Pigs Invasion and Cuban Missile Crisis;
- political and military intervention in the Middle East and Latin America;
- expansion of the role of the United Nations; and
- the Vietnam War.

The Korean War sparked international events and concerns that would persist for decades including:

- further tensions between the United States and China;
- the continued division of North and South Korea; and
- improved relations and diplomacy between the United States and Japan.

The Vietnam War divided the country and sparked massive protests. Major domestic issues and events included:

- cuts to spending on domestic programs;
- urban unrest and violence; and
- anti-war protests.

EXPECTATIONS FOR LEARNING

Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1991.

American History continued

TOPIC: US THE COLD WAR (1945-1991)**Content Statement****26. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.****CONTENT ELABORATION**

U.S. economic and military pressure contributed to the collapse of communist governments in Eastern Europe and the Soviet Union (i.e., Union of Soviet Socialist Republics). This led to a reduction of tensions between the United States and the former Soviet Union.

The fall of the Berlin Wall followed by mass demonstrations for democracy contributed to the decline of communist governments in Eastern Europe.

The collapse of the Soviet Union resulted in independent republics that moved to institute democratic reforms and introduce free-market economies. The United States supported economic and education reforms by providing assistance to some of the former communist countries.

EXPECTATIONS FOR LEARNING

Explain how U.S. economic and military pressure contributed to the collapse of communist governments in Eastern Europe and the Soviet Union and brought a close to the Cold War.

TOPIC: SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994)**Content Statement****27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.****CONTENT ELABORATION**

Following World War II, movements began to highlight the need to secure the same freedoms and opportunities for groups of marginalized Americans that other Americans enjoyed.

Civil Rights organizations fought for equal opportunities for African Americans and to end segregation. Organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), and the Student Nonviolent Coordinating Committee (SNCC) sought to change long-standing policies and laws.

Many Civil Rights activists demonstrated to affect political and social change. These activists mobilized to carry out demonstrations to bring light to the injustices plaguing the nation. Examples of these actions included:

- the Montgomery Bus Boycott;
- the March on Washington; and
- the Freedom Rides.

Their actions helped to bring about legislative Civil Rights Act and Voting Rights Acts and judicial change including *Brown v. Board of Education*.

Mexican Americans organized through the United Farm Workers of America (UFW) to improve the conditions of migrant workers.

Women made progress toward equal opportunities through demonstrations, legislation, and the establishment of the National Organization for Women (NOW).

The American Indian Movement (AIM) worked to improve conditions on reservations, protect land rights, and improve opportunities in education and employment.

The Gay Liberation Movement began with the Stonewall Riots, which led to an organized effort for full inclusion in public life and institutions.

EXPECTATIONS FOR LEARNING

Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the post-World War II period.

American History continued

TOPIC: SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994)**Content Statement****28. The postwar economic boom and advances in science and technology, produced changes in American life.****CONTENT ELABORATION**

In the decades following World War II, the United States experienced an era of unprecedented prosperity and economic growth. Several factors that contributed to this prosperity and economic growth included:

- increased demand for goods and services;
- growth of suburbs; and
- the Baby Boom.

Advances in science and technology following the war also impacted American life in several ways including:

- medicine (e.g., polio vaccine, birth control pill);
- nuclear power plants;
- transportation (e.g., passenger jet plane, automobiles); and
- television.

EXPECTATIONS FOR LEARNING

Describe how American life in the postwar period was impacted by the post-World War II economic boom and by advances in science and technology.

Content Statement**29. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.****CONTENT ELABORATION**

The postwar movement from cities to suburbs had social and political effects that included:

- white flight and discriminatory loan practices towards minorities (i.e., redlining);
- polarization of urban and rural voters; and
- urban riots throughout the 1960s.

Residents of the Rust Belt region of the country were being drawn by the employment opportunities offered by defense plants and high-tech industries located in the South and California. This migration led to the growth of the Sun belt. This development contributed to a political power shift in the country reflected in the reapportionment of congressional districts.

The 1965 Immigration Act allowed more individuals from Asia, Africa, and Latin America to enter the United States. The immigration that followed impacted the country's demographic makeup. For example, Hispanics became the fastest growing minority in the U.S. which led to an increase in Spanish language media and funding for bilingual education programs.

These demographic changes impacted voting practices and the balance of power between the major political parties.

EXPECTATIONS FOR LEARNING

Analyze the social and political effects of 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.

American History continued

TOPIC: SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994)**Content Statement****30. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare, and national security.****CONTENT ELABORATION**

In the post-World War II period, the role of the government in influencing the economy continued to be a source of partisan debate. Public opinion on the issue was often influenced by the state of the economy (e.g., poverty, and unemployment). Examples of major economic policies influenced by shifts in public opinion included:

- the Great Society (Medicare and Medicaid); and
- Reaganomics (Supply-Side Economics and Deregulation).

The debate on the government's role in protecting the environment also increased due to research on the effects of pesticides, pollution, waste disposal, and the extent of climate change. Demands from environmentalists led to the establishment of the Environmental Protection Agency (EPA).

The controversies surrounding the federal government's role in protecting the country from communist infiltration and subversion continued during the Vietnam War Era. Domestic issues that led to debates over national security included:

- anti-war protests;
- Civil Rights Movement; and
- balance between individual rights and national security.

EXPECTATIONS FOR LEARNING

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.

American History continued

TOPIC: UNITED STATES AND THE POST-COLD WAR WORLD (1991 TO PRESENT)**Content Statement****31. Improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service industries have impacted the American economy.****CONTENT ELABORATION**

The American economy has been impacted by many influences since the early 1990s. Global technology has increased communication through the use of the:

- personal computer;
- Internet and social media; and
- mobile phone.

International trade, transnational business organizations, and overseas competition have challenged American producers and local communities, the effects of which have led to:

- a decrease in manufacturing jobs and closing of plants;
- a shift from a manufacturing industry toward a service industry;
- growth in lower-paying jobs;
- growth of information technology jobs; and
- an increase in the U.S. trade deficit.

EXPECTATIONS FOR LEARNING

Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service industries.

American History continued

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

32. Focusing on domestic policy, the United States faces ongoing social, political, national security, and economic challenges in the post-Cold War era and following the attacks on September 11, 2001.

CONTENT ELABORATION

The post-Cold War period and the attacks on Sept. 11, 2001, presented new domestic challenges for the United States. Issues impacting national security include:

- the dynamic of balancing national security with civil liberties (USA PATRIOT Act);
- the creation of the Transportation Security Administration;
- an increase in Islamophobia and xenophobia; and
- increasing fears of domestic terrorism.

The continuing debate between the role of the state and federal government in political and social issues includes disagreements over:

- LGBTQ+ rights;
- legalization of marijuana for medical conditions;
- gun rights and gun control;
- racial and gender equality; and
- health care.

Issues impacting the American economy include:

- operating within a globalized economy;
- a post-Cold War decrease in defense spending;
- the mortgage crisis; and
- government bailouts.

EXPECTATIONS FOR LEARNING

Explain the social, political, economic, and national security challenges the United States' domestic policy faced in the post-Cold War period and following the attacks on Sept. 11, 2001.

American History continued

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

33. Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001

CONTENT ELABORATION

The post-Cold War period and the attacks on Sept. 11, 2001, presented new foreign policy challenges for the United States.

Economic challenges of a globalized world have led to the following:

- international demand for the U.S. dollar;
- balance of trade;
- international economic partnerships (World Economic Forum and World Trade Organization); and
- outsourcing of U.S. jobs.

Social and political challenges of a globalized world include:

- pandemic diseases;
- an increase in the immigration of refugees from war-torn regions of the world;
- international humanitarian aid; and
- the debate over the treatment of enemy combatants.

The post-Cold War period and the attacks on September 11, 2001 impacted the military in the following ways:

- increased defense spending as a result of the war on terrorism;
- role of the United States and United Nations in addressing political and social unrest in the Middle East; and
- the control of weapons of mass destruction in areas of the world perceived as a threat to world stability.

EXPECTATIONS FOR LEARNING

Explain the social, political, economic, and national security challenges the United States' foreign policy faced in the post-Cold War period and following the attacks on Sept. 11, 2001.

American Government

TOPIC: CIVIC INVOLVEMENT

Content Statement

1. Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.

CONTENT ELABORATION

A variety of opportunities exist at the local, state, and national levels for students to engage with issues that appeal to them.

As students look for opportunities for civic engagement, they will identify issues, and then research, debate, and propose appropriate solutions. As part of this process, students will devise action plans, and examine the possible consequences of each proposed solution, weighing the costs and benefits of each approach.

Political processes are related to the acquisition of governmental power and influencing governmental decision-making. Public policy processes are related to the institutional actions and procedures involved with the government carrying out its functions.

EXPECTATIONS FOR LEARNING

Devise and implement a plan to address a problem by engaging either the political process or the public policy process.

Content Statement

2. Political parties, interest groups, and the media provide opportunities for civic involvement through various means.

CONTENT ELABORATION

Political parties consist of organizations whose members hold similar views on public issues. Political parties seek to determine public policy through winning elections and having their members hold public office.

Interest groups consist of organizations whose members hold similar views on public issues. Interest groups seek to influence the making and execution of public policy by engaging in political and public policy processes.

Media are various means of mass communication with different audiences. Political parties and interest groups use media to influence the political and public-policy processes.

EXPECTATIONS FOR LEARNING

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.

American Government continued

TOPIC: CIVIC PARTICIPATION AND SKILLS**Content Statement****3. Issues can be analyzed through the critical use of credible sources.****CONTENT ELABORATION**

Researching a civic issue involves determining which sources of information are relevant to the task, identifying the perspective or position of each source, and evaluating the credibility of the sources. Considerations involved with determining the credibility of sources and/or media outlets include:

- the qualifications/reputation of the writer and/or organization;
- the circumstances in which the source material was generated;
- internal consistency and agreement with other credible sources;
- use of supporting evidence and logical conclusions; and
- evidence of bias or unstated assumptions.

EXPECTATIONS FOR LEARNING

Identify the factors that determine the credibility of a source and evaluate the credibility of a given source.

Content Statement**4. The processes of persuasion, compromise, consensus building, and negotiation contribute to the democratic process.****CONTENT ELABORATION**

The focus of this standard is on the group dynamics and interpersonal skills involved in decision making. This complements the focus of other content statements on the formal procedures and institutions of governing. The democratic process depends on these skills for effective functioning. These skills are studied and assessed within a real-world context as a collective, interdependent group as opposed to isolated techniques. For example, negotiation may involve persuasion and lead to compromise.

While these skills are presented in the abstract here, students examine them in the context of the rest of the course. No specialized or technical understanding of these terms is required; common definitions are sufficient for examining the contributions these skills make to the democratic process.

EXPECTATIONS FOR LEARNING

Explain how persuasion, compromise, consensus building, and negotiation help the democratic process and achieve agreement and settle differences in governing.

American Government continued

TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION**Content Statement**

- 5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers, and relationship with the governed.**

CONTENT ELABORATION

Basic principles which help define the government of the United States include:

- popular sovereignty;
- limited government;
- federalism;
- separation of powers; and
- checks and balances.

Popular sovereignty is the principle that governmental authority is derived from the people. Under this principle, the government governs with the consent of the governed.

The principle of limited government holds that a government can only exercise the powers granted to it. Government must be conducted according to the rule of law.

Federalism is a system in which power is divided between a national and state governments. Under the U.S. Constitution, this principle is reflected in the division of powers between the national government and the states.

The principle of separation of powers requires a distribution of governmental powers among independent branches. Each of the branches has a specific field of authority and unique set of responsibilities within the operation of the government.

Checks and balances constitute a system for controlling government power. Under this principle, each branch of government possesses the ability to restrain certain actions of the other branches.

EXPECTATIONS FOR LEARNING

Explain in context one of the basic principles which help define the government of the United States.

American Government continued

TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION**Content Statement**

- 6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States and led to the adoption of the Bill of Rights.**

CONTENT ELABORATION

The supporters of the ratification of the Constitution became known as Federalists and the opponents as Anti-Federalists. The Federalist Papers and the Anti-Federalist Papers discussed key principles of government as they related to the circumstances of that time.

Federalists argued:

- for Constitutional ratification;
- for the supremacy of the national government;
- for more powers to be given to the national government to address weaknesses of the Articles of Confederation (e.g., no power to tax and no national executive or judicial branches); and
- for the "necessary and proper" and "supremacy" clauses.

Anti-Federalist argued:

- against Constitutional ratification;
- for supremacy of the state governments;
- for the need of a national bill of rights to protect citizens from the powers of national government; and
- against the "necessary and proper" and "supremacy" clauses.

The Constitution was ratified and the Anti-Federalists achieved success with the limitations on government by the adoption of the Bill of Rights.

EXPECTATIONS FOR LEARNING

Identify Federalist and Anti-Federalist viewpoints using excerpts from the Federalist and/or Anti-Federalist Papers.

Content Statement

- 7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation, and informal practices.**

CONTENT ELABORATION

The operations of government in the United States take place within a framework provided by the U.S. Constitution. However, the U.S. Constitution has been amended, interpreted, and implemented in a variety of ways.

The processes for formally amending the U.S. Constitution are outlined in the document. Constitutional amendments have added to, modified, replaced and/or voided provisions of the original document and previous amendments.

The U.S. Supreme Court, in deciding cases brought before it, has frequently interpreted provisions of the U.S. Constitution to clarify and extend their meaning. With its power of judicial review, the Supreme Court has also declared actions of the branches and of the states to be unconstitutional. The U.S. Congress, in creating legislation, has provided details which build upon the framework of the Constitution. For example, civil rights acts and voting rights acts have provided specific directions to promote constitutional principles.

Informal practices also have changed how constitutional government has been implemented in the United States. These practices are related to provisions in the Constitution, but venture into areas not specifically addressed in the Constitution. For example, legislative oversight of the executive branch grew in part out of Congress' need for information to help draft new legislation.

EXPECTATIONS FOR LEARNING

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 explain the nature of the change.

American Government continued

TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION**Content Statement****8. The Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government.****CONTENT ELABORATION**

The protection of civil liberties and limits on the federal government found in the Bill of Rights include, but are not limited to:

- freedoms guaranteed by the First Amendment: religion, assembly, press, petition, speech;
- the right to bear arms;
- no unreasonable search and seizure, no warrants without probable cause;
- no self-incrimination, protection against double jeopardy;
- right to speedy and public trial by an impartial jury, right to be informed of the charges, the right to confront one's accuser(s), the right to counsel;
- no cruel or unusual punishment; and,
- any power not given to the federal government is given to the states or the people.

EXPECTATIONS FOR LEARNING

Apply the protections of the Bill of Rights in a given scenario.

Content Statement**9. The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.****CONTENT ELABORATION**

The new constitutional protections extended under the Reconstruction Amendments include:

- abolishing slavery;
- defining and extending citizenship to all persons born or naturalized in the U.S.;
- prohibiting the states from denying due process and equal protection of the law to all persons; and
- preventing the denial of voting rights based on race, color, or previous condition of servitude.

These amendments were originally designed to protect African Americans. However, they did not result in immediate equality. Jim Crow laws were enacted to enforce racial segregation until the mid-20th century.

Application of these protections have been extended to other groups.

EXPECTATIONS FOR LEARNING

Analyze how the Reconstruction Amendments attempted to address African American inequality through the new constitutional protections.

Explain the continued struggles faced by African Americans despite the passage of these amendments.

American Government continued

TOPIC: BASIC PRINCIPLES OF THE U.S. CONSTITUTION**Content Statement****10. Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.****CONTENT ELABORATION**

Some amendments prohibited the denial of voting rights based on the following:

- race, color, or previous condition of servitude;
- age (18-20-year olds); and
- gender.

Poll taxes also limited voting rights for poor people although they were originally designed to keep African Americans from voting.

EXPECTATIONS FOR LEARNING

Explain how amendments have extended voting rights to disenfranchised groups.

Content Statement**11. Constitutional amendments have altered provisions for the structure and functions of the federal government.****CONTENT ELABORATION**

The Framers of the Constitution created a method of presidential selection that reflected the nation's federal system of government. The president would be chosen based on electoral votes from the states. A candidate is required to win a majority of the total number of electoral votes in order to secure the presidency. Electoral votes are determined based upon the number of each state's representatives and senators.

Some amendments have altered the procedures of the Electoral College:

- Separate balloting for president and vice president was established to avoid a tie in electoral votes.
- The District of Columbia was granted electoral votes.

Other amendments have altered the functioning of government:

- Presidential term limits.
- Presidential succession and disability.

EXPECTATIONS FOR LEARNING

Describe how constitutional amendments have changed the structure and function of the federal government with regard to the Electoral College and the U.S. Presidency.

American Government continued

TOPIC: STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT**Content Statement****12. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.****CONTENT ELABORATION**

Laws are rules recognized as binding and enforced by a government. Public policy consists of institutional actions and procedures pursued by a government in carrying out its functions. Each of the three branches of government has a role related to law and the creation of public policy.

Legislative Branch:

- makes laws;
- declares war; and
- imposes taxes.

Executive Branch:

- enforces the law;
- issues executive orders; and
- appoints and receives ambassadors.

Judicial Branch:

- interprets the law;
- hears cases with original jurisdiction; and
- hears appeals from lower courts.

EXPECTATIONS FOR LEARNING

Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.

American Government continued

TOPIC: STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT**Content Statement****13. The political process creates a dynamic interaction among the three branches of government in addressing current issues.****CONTENT ELABORATION**

Current issues are addressed by all three branches of the government as they make public policy. The interactions among the branches range from instances where they work together in concert to instances involving the exercise of checks and balances. Examples include:

- legislative branch checking the executive: overrides vetoes, impeaches and removes civil officers, approves appointments and treaties;
- legislative branch checking the judicial: impeaches and removes federal judges, proposes constitutional amendments;
- executive branch checking the legislative: vetoes legislation;
- executive branch checking the judicial: nominates federal judges, grants pardons and reprieves;
- judicial branch checking the legislative: reviews and interprets the laws, declares acts unconstitutional; and
- judicial branch checking the executive: reviews and interprets the laws, federal judges not subject to removal by president, declares executive acts unconstitutional.

The interaction among the three branches of government is impacted by the following:

- interest group involvement, e.g. proposing legislation, advocating rules, filing briefs;
- political party control of the executive and legislative branches;
- amount of public interest and nature of media coverage/commentary; and
- informal relationships among the members of each branch.

EXPECTATIONS FOR LEARNING

Use examples of checks and balances among two or three branches of the federal government to illustrate dynamic interactions.

American Government continued

TOPIC: ROLE OF THE PEOPLE**Content Statement**

14. In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.

CONTENT ELABORATION

People in the United States have claims to protection from government intrusion in certain aspects of their lives. These claims are called rights. The federal Bill of Rights not only enumerates many rights, but alludes to other unstated rights.

Many of the rights held by American citizens protect the ability to participate in the political process, such as speech, press, assembly, petition, suffrage, and hold public office. The U.S. Supreme Court, in its interpretation of the 14th Amendment's due process clause, has instituted the doctrine of incorporation meaning that most of the guarantees in the Bill of Rights also apply to state and local governments.

There are general responsibilities of citizenship. They include respecting the rule of law, paying taxes and fees, and accepting responsibility for one's actions. There also are responsibilities associated with the exercise of particular rights. Examples include:

- right of free speech – engaging in civil discourse;
- right to bear arms – receiving firearms training;
- right to jury trial – serving on juries; and
- right to vote – registering to vote and being informed on public issues.

Citizenship also includes service to the nation which guarantees the rights of the people. This may include military service, community service and serving in public office. Individual rights are relative, not absolute. The exercise of rights must be balanced by the rights of others and by the common good.

EXPECTATIONS FOR LEARNING

Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.

Content Statement

15. 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.

CONTENT ELABORATION

The U.S. Constitution guarantees rights to the people of the United States. Historically, despite those guarantees, various groups of people have been denied the ability to fully exercise their rights. Over time, the U.S. government has responded to public pressure to take action to ensure the free exercise of rights by all people and to protect their ability to participate in the processes of governing.

For example, constitutional amendments guaranteed suffrage to women and eliminated poll taxes as a means of restricting African Americans from voting. The executive branch used troops to help integrate schools and brought charges against violators of open housing legislation. The legislative branch enacted a series of civil rights acts and voting rights acts. The U.S. Supreme Court, through the process of incorporation, has used the due process and equal protection clauses in the 14th Amendment to apply most of the federal Bill of Rights to the states.

EXPECTATIONS FOR LEARNING

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.

American Government continued

TOPIC: OHIO'S STATE AND LOCAL GOVERNMENTS**Content Statement**

16. As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.

CONTENT ELABORATION

Similarities between the Ohio and U.S. Constitutions:

- separation of powers into three branches (executive, judicial, legislative);
- checks and balances;
- limited government;
- bill of rights;
- popular sovereignty; and
- elections.

Differences between the Ohio and U.S. Constitutions:

Ohio Constitution

- Citizens can directly vote on laws through initiative and referendum.
- Judges are elected.
- Legislators are term limited.

U.S. Constitution

- Legislators vote on laws for citizens.
- Judges are appointed.
- Legislators do not have term limits.

In 1851 a new Ohio Constitution was written which made several changes to improve governing including:

- Major executive officials and all judges were to be elected.
- District courts were added.
- Debt limitations were instituted.

EXPECTATIONS FOR LEARNING

Compare the Ohio and U.S. Constitutions.

American Government continued

TOPIC: OHIO'S STATE AND LOCAL GOVERNMENTS**Content Statement**

17. 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.

CONTENT ELABORATION

Ohioans can assist government in addressing problems affecting the state and local communities.

Involvement at the state level can range from paying taxes to serving in the National Guard, running for state office, voting, and signing petitions to place issues on the ballot.

Involvement at the local level can range from organizing civic activities to running for local office, attending meetings of local boards and commissions, joining community watch groups, and serving in a volunteer fire department.

EXPECTATIONS FOR LEARNING

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

TOPIC: PUBLIC POLICY**Content Statement**

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

CONTENT ELABORATION

Public policy issues are matters of discussion and debate related to the functions of government. They frequently revolve around problems the government is attempting to address and the projected consequences of public policy decisions.

Examples of different levels and different branches of government addressing public policy issues includes:

- federal executive – the Department of State, which advises the president on foreign policy and directs activities of embassies in foreign countries;
- federal legislative – the Congressional Budget Office, which provides analyses of economic and budgetary data
- state legislative – the Ohio Legislative Service Commission, which assists in drafting legislation;
- state judicial – the Ohio Courts of Common Pleas, which apply sentencing guidelines for convicted felons; and
- local legislative/executive – county commissions, which determine and grant tax abatements.

The complexity of public policy issues may involve multiple levels and branches of government. These levels and branches may engage in collaboration or conflict as they attempt to address public policy issues.

EXPECTATIONS FOR LEARNING

Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.

American Government continued

TOPIC: PUBLIC POLICY**Content Statement**

19. Individuals and organizations play a role within federal, state, and local governments in helping to determine public (domestic and foreign) policy.

CONTENT ELABORATION

Individuals and organizations engage government officials on public policy using several methods. Individuals and organizations can:

- campaign for candidates who will support their positions once in office;
- provide information to executive branch officials on the impacts of potential rules and regulations;
- lobby members of a legislature;
- provide testimony before legislative committees;
- propose laws to legislators;
- prepare briefs to present during judicial proceedings;
- offer comments during public meetings;
- conduct letter-writing campaigns; and
- hold public demonstrations.

Individuals and organizations must know the proper level and branch of government to engage at the various stages of making public policy.

EXPECTATIONS FOR LEARNING

Defend different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch/agency of the government.

TOPIC: GOVERNMENT AND THE ECONOMY**Content Statement**

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

CONTENT ELABORATION

Fiscal policy is government decision-making about taxing and spending in an attempt to regulate the American economy. In theory, fiscal policy falls into two broad categories:

- increased government spending and/or reduced taxes to encourage economic growth; and
- decreased government spending and/or increased taxes to slow economic growth.

The imposition of government regulations may foster economic benefits such as prohibiting unfair business practices and providing consumer protections. Government regulations may carry costs such as reduced corporate profits and slower economic growth.

EXPECTATIONS FOR LEARNING

Explain how the federal government uses fiscal policy to affect changes in the nation's economic conditions.

American Government continued

TOPIC: GOVERNMENT AND THE ECONOMY**Content Statement**

21. 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.

CONTENT ELABORATION

Monetary policy involves the Federal Reserve System making decisions about the nation's money supply.

To encourage economic growth, the Federal Reserve System can:

- reduce the amount of money that banks must have on reserve and not use to make loans;
- buy bonds; and
- take action that results in lower interest rates.

To slow economic growth the Federal Reserve System can:

- increase the amount of money that banks must have on reserve and not use to make loans;
- sell bonds; and
- take action that results in higher interest rates.

EXPECTATIONS FOR LEARNING

Explain how the Federal Reserve System uses monetary policy to regulate the nation's money supply and encourage or slow economic growth.

Modern World History

TOPIC: HISTORICAL THINKING AND SKILLS

Content Statement

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.

CONTENT ELABORATION

The use of primary and secondary sources in the study of history includes an analysis of their credibility – that is, whether or not they are believable. This is accomplished by checking sources for:

- qualifications and reputation of the author;
- agreement with other credible sources;
- perspective or bias of the author (including stereotypes);
- accuracy and internal consistency; and
- circumstances in which the author prepared the source.

EXPECTATIONS FOR LEARNING

Analyze the credibility of primary and secondary sources.

Content Statement

2. Historians develop theses and use evidence to support or refute positions.

CONTENT ELABORATION

Historians are similar to detectives. They develop a thesis and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.

The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs, and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.

Historians cite their sources and use the results of their research to support or refute contentions made by others.

EXPECTATIONS FOR LEARNING

Develop a thesis and use evidence to support or refute a position.

Content Statement

3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

CONTENT ELABORATION

When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of World War I, an analysis would include the causes and effects of the war.

An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another?

For example, an examination of the causes of World War I would include the assassination of Austrian Archduke Ferdinand by a Serbian nationalist as a short-term cause and Serbian opposition to the rule of Serbia by imperial powers as a long-term cause.

EXPECTATIONS FOR LEARNING

Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.

Analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation.

Modern World History continued

TOPIC: AGE OF ENLIGHTENMENT (1600-1800)**Content Statement****4. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.****CONTENT ELABORATION**

The Scientific Revolution marked a shift from the perception that truth is revealed solely through the Bible and the Church to the perception that truth could be learned through experience and investigation. The Scientific Revolution served as the turning point for established ideologies leading to the Enlightenment. The Scientific Revolution impacted political, economic, and social ideologies.

EXPECTATIONS FOR LEARNING

Describe the causes and effects of the Scientific Revolution.

Content Statement**5. Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.****CONTENT ELABORATION**

The Enlightenment movement began in Europe and inspired change across the world. Enlightenment thinkers believed in the influence of nature and in human progress. Some suggested that humans were naturally good and by freely exercising reason, would act for the common good. This required freedom from the restraints of the government and the Church. Enlightenment ideas include:

- use of reason;
- education;
- social reforms;
- tabula rasa (blank slate); and
- natural rights (life, liberty, and property).

Enlightenment thinkers believed that natural laws guided social, political and economic systems and institutions and this idea became known as the social contract.

Philosophical thought during the Enlightenment impacted religion, government, and economics in Europe. This was a challenge to many of the Church's doctrines and an increased focus on earthly as well as spiritual welfare. Challenges to the Church included:

- humanism;
- mercantilism; and
- laissez faire.

There was a shift from forms of government in which power was held by only one or few individuals to forms of government in which many have a say, both directly and indirectly. Enlightenment ideas promoted the belief in a social contract between the governed and their government. These shifts in ideas included:

- limited government;
- absolute rule;
- divine right; and
- separation of powers.

The mercantilist system was challenged due to a growing belief that natural laws could define an economic system including a free-market economy with limited, or laissez faire, government regulation.

EXPECTATIONS FOR LEARNING

Explain how religious authority, absolute rule, and mercantilism were challenged by the ideas of the Enlightenment.

Modern World History continued

TOPIC: AGE OF ENLIGHTENMENT (1600-1800)**Content Statement****6. Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.****CONTENT ELABORATION**

The political, economic, and social changes that developed during the Enlightenment Age inspired the American and French Revolutions. Enlightenment writers explored the relationship between governments and the people they governed.

Leaders of revolutions and wars for independence during this time based their goals for political change upon Enlightenment ideas. These ideas include:

- freedom;
- natural rights;
- self-determination;
- limited government;
- consent of the governed; and
- the common good.

EXPECTATIONS FOR LEARNING

Explain how Enlightenment ideas influenced the American and French Revolutions.

TOPIC: AGE OF REVOLUTIONS (1750-1914)**Content Statement****7. The American and French Revolutions influenced Latin American revolutions for independence.****CONTENT ELABORATION**

The political, economic, and social events that inspired the American and French Revolutions also inspired revolutions in Latin America. These ideas and events included:

- freedom;
- natural rights;
- self-determination;
- limited government;
- consent of the governed;
- common good; and
- success of the American and French Revolutions.

However, Latin American revolutions had their own unique causes:

- encomienda;
- mita; and
- chattel slavery.

EXPECTATIONS FOR LEARNING

Compare how the American and French Revolutions influenced the Latin American revolutions.

Modern World History continued

TOPIC: AGE OF REVOLUTIONS (1750-1914)**Content Statement****8. Industrialization had social, political and economic effects on Western Europe and the world.****CONTENT ELABORATION**

The Industrial Revolution transformed Europe and North America in the late 18th and 19th centuries. It had positive and negative effects on class distinctions, family life and the daily working lives of men, women and children. Population growth and migrations, urbanization and emigration out of Europe were impacted by the move to an industrialized economy. These impacts include:

- migration;
- urbanization;
- emigration;
- industrialization;
- labor unions forming
- social classes (middle and working class); and
- the economy.

The Industrial Revolution led to movements for political and social reform in England, Western Europe, and the United States. It also expanded the world-market economy.

EXPECTATIONS FOR LEARNING

Analyze the social, political, and economic effects of industrialization on Western Europe and the world.

Modern World History continued

TOPIC: IMPERIALISM (1800-1914)**Content Statement****9. Imperial expansion had political, economic and social roots.****CONTENT ELABORATION**

By the early 20th century, many European nations, as well as Japan, extended their control over other lands and created empires based on imperialism. Their motivations had economic, political, and social roots.

The political motivations for imperialism included the desire to appear more powerful, bolster nationalism, and provide security through the building of military bases overseas (militarism). Japanese leaders wanted to exert the power of Japan and confront Western imperialism by engaging in imperialist actions. Japan used its military might to establish footholds in Taiwan, China, and Korea.

Economic motivations were tied to production and consumption of goods. There was a need for new markets, raw materials and outlets for population growth.

European powers used spheres of influence to establish economic control in China. Economic influences of imperialism include:

- consumption;
- exploitation of labor;
- exploitation of raw materials;
- spheres of influence; and
- free market.

The social roots for imperial expansion included the spread of Western values and the vision of some that it was “the white man’s burden” to civilize those perceived as uncivilized. There also were humanitarian concerns and the spread of Christianity. The social roots of imperialism also included paternalism and social Darwinism.

EXPECTATIONS FOR LEARNING

Describe the political, economic, and social causes of imperialism.

Modern World History continued

TOPIC: IMPERIALISM (1800-1914)	
Content Statement	
10. Imperialism involved land acquisition, extraction of raw materials, spread of Western values, and direct political control.	
CONTENT ELABORATION	<p>In the late 19th and early 20th centuries, European countries competed to establish colonies in Africa and Asia. Raw materials needed for their growing industries were extracted from the colonies. Colonial powers made unilateral decisions about land and people without consulting people living there, including:</p> <ul style="list-style-type: none"> • exploiting raw materials; • exploiting people; and • Berlin or Congo Conference. <p>Some European powers preferred direct control over the colonies they established during this period. Other European powers preferred indirect control over their colonies, using local systems of authority, believing that working with the local native leaders would lessen the possibility of revolts and would encourage assimilation into Western traditions.</p>
EXPECTATIONS FOR LEARNING	Describe how imperialism involved land acquisition, extraction of raw materials, the spread of Western values, and maintenance of political control.
Content Statement	
11. The consequences of imperialism were viewed differently by the colonizers and the colonized.	
CONTENT ELABORATION	<p>Dramatic differences in viewpoints existed between colonizers and those they colonized. Different viewpoints between these two groups included the extension of cultural practices versus the loss of traditions and modernization versus breakup of past institutions.</p>
EXPECTATIONS FOR LEARNING	Describe how the effects of imperialism were viewed differently by the colonizers and the colonized.
TOPIC: ACHIEVEMENTS AND CRISES (1900-1945)	
Content Statement	
12. Advances in technology, communication, and transportation improved lives, but also had negative consequences.	
CONTENT ELABORATION	<p>During the 20th century, advances in technology improved lives through an increase in the availability and variety of consumer goods, communication, and technology both for individuals and in the military.</p> <p>Advances in technology, communication, and transportation also had negative impacts for both individuals and the military. As wars are fought new technologies are created and war becomes impersonal, industrialized, and efficient resulting in total war.</p>
EXPECTATIONS FOR LEARNING	Explain how advancements in technology, communication, and transportation improved lives and had negative consequences.

Modern World History continued

TOPIC: ACHIEVEMENTS AND CRISES (1900-1945)

Content Statement

13. The causes of World War I included militarism, imperialism, nationalism, and alliances.

CONTENT ELABORATION

Military spending among the great powers of Europe increased greatly in the years prior to World War I. Rivalries between global powers led to a building up of armed forces and an increase in distrust amongst the European nations.

The great powers of Europe were competing for land and resources around the world.

Intense nationalism was on the rise in Europe, including in the Balkans, which was a factor in the outbreak of World War I. Due to national animosities, there was little resistance to war when it began.

The system of alliances early in the century set the stage for entangling a small-scale conflict into a world war since each alliance brought several nations into the conflict. By the beginning of the war, the two large alliances were the Triple Entente and the Triple Alliance.

EXPECTATIONS FOR LEARNING

Identify and explain the causes of World War I.

Content Statement

14. 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.

CONTENT ELABORATION

The human cost of World War I on Russia fueled the Bolshevik Revolution and ushered in the ideology of state-sponsored communism.

Following World War I, the Treaty of Versailles forever changed the political and social organizations of Europe. The harsh terms for the defeated countries caused anger and created a climate for retribution. It also contributed to a worldwide depression.

The German, Austro-Hungarian, and Ottoman empires collapsed, and their former lands were carved up into new states and nations. European powers were weakened by the following:

- financial loss through reparations and war debt;
- population loss; and
- destruction of towns, cities, and infrastructure.

Nationalistic and militaristic political parties took advantage of economic troubles in order to gain political power. Totalitarian regimes found wide bases of support in several European countries, including Germany, Spain, and Italy. Great Britain and France's reluctance to challenge Nazi Germany's expansion efforts in the 1930s was a consequence of the devastation that resulted from World War I. This reluctance led to policies that allowed the Nazi party in Germany to grow, including:

- appeasement policy;
- Munich Crisis;
- isolationism; and
- failure of the League of Nations.

This aggressive expansion, met with appeasement, led World War II.

EXPECTATIONS FOR LEARNING

Explain how the consequences of World War I set the stage for World War II.

Modern World History continued

TOPIC: ACHIEVEMENTS AND CRISES (1900-1945)**Content Statement****15. Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.****CONTENT ELABORATION**

By the early 1900s, the Ottoman Empire was in decline and the Ottomans believed that minority groups within the Empire were partially to blame for this decline, including the Armenians. The Ottomans began a systematic targeting of Armenians during World War I leading to the murder of millions of Armenians.

When the Nazi Party came to power in Germany, it capitalized on long-standing anti-Semitic ideologies to institutionalize discrimination and dehumanizing of Jews leading to the government's "Final Solution", the systematic mass murder of millions of Jews. Other groups of people suffered atrocities under Nazi persecution.

Factors that impacted the Holocaust include:

- anti-Semitism (historical, economic, and racial ideology);
- Nuremberg Laws;
- propaganda (using available means of technology); and
- concentration and death camps.

EXPECTATIONS FOR LEARNING

Analyze how oppression and discrimination led to genocides of the Armenians during World War I and Jews during World War II.

Content Statement**16. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.****CONTENT ELABORATION**

World War II was a total war that caused unprecedented physical, economic, social, and cultural damage. Both the Axis and Allies targeted civilians during World War II. Damage included:

- refugees;
- casualties;
- loss of art;
- loss of infrastructure; and
- loss of employment.

The Allies divided Europe into zones of occupation at conferences in Yalta and Potsdam. Conflicts between the Allies about the zones of occupation led to competition for political influence.

World War II also changed the nature of warfare by introducing the use of atomic weapons, setting the stage for an era of political tension.

EXPECTATIONS FOR LEARNING

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.

Modern World History continued

TOPIC: THE COLD WAR (1945-1991)**Content Statement****17. The United States and the Soviet Union became superpowers and competed for global influence.****CONTENT ELABORATION**

The United States and Soviet Union both emerged as superpowers following victories during World War II. Unlike most of Europe and parts of Asia, the United States had sustained little damage and had a strong economy at the end of World War II. The Soviet Union utilized its position to expand its territorial control of most of Eastern Europe.

The Cold War Era was a time of tension around the World. The United States and Soviet Union competed to assert political, economic, and social ideologies. The Cold War rivalry intensified around the world and Alliances were formed that reflected the tensions between the two major superpowers.

Some of the factors that contributed to the tensions between the superpowers include:

- Berlin Airlift;
- NATO;
- Warsaw Pact;
- containment policy;
- domino theory; and
- growth of government intelligence services.

By the end of the 1940s there were several notable changes in the world. Communists gained control in China and the nuclear arms race between the United States and Soviet Union led to both sides developing and stockpiling more nuclear weapons.

Conflicts related to the Cold War rivalry, decolonization and national liberations provided opportunities for intervention by both sides. This rivalry impacted foreign policy in:

- Europe (e.g. East and West Germany, Greece);
- Asia (e.g., Korea, Vietnam, Turkey);
- Africa (e.g., Angola, Congo); and
- the Caribbean (e.g., Cuba).

EXPECTATIONS FOR LEARNING

Analyze how the United States and the Soviet Union became superpowers.

Describe the causes and effects of their competition for global influence politically, economically, and socially.

Modern World History continued

TOPIC: THE COLD WAR (1945-1991)**Content Statement****18. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.****CONTENT ELABORATION**

National boundaries, particularly in Eastern Europe, changed as a result of World War II. Germany's boundaries also changed and became a divided country, occupied by the former Allies in the west and the Soviet Union in the east.

The Soviet Union annexed several Eastern European countries and exerted control in others, ushering in the era of the Iron Curtain.

Several multinational organizations were created between the Allies to promote economic and political stability; including:

- United Nations;
- World Bank; and
- International Monetary Fund.

EXPECTATIONS FOR LEARNING

Explain why national boundaries changed and multinational organizations were created at the end of World War II.

Content Statement**19. Religious diversity, the end of colonial rule, and rising nationalism have led to regional conflicts in the Middle East.****CONTENT ELABORATION**

The conflicts in the Middle East during the second half of the 20th century were the culmination of several factors that have deep roots in history. Contacts among major religions and religious sects in the Middle East have caused long-standing tensions and conflicts.

The end of colonial rule also caused tensions that resulted in conflict.

The rise in nationalism among Arab nations coincided with their opposition to the creation and presence of the modern state of Israel.

EXPECTATIONS FOR LEARNING

Describe the causes and effects of conflicts in the Middle East during the second half of the 20th century.

Modern World History continued

TOPIC: THE COLD WAR (1945-1991)**Content Statement****20. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.****CONTENT ELABORATION**

World War II had an important effect on Africa and Southeast Asia both during and after the war. Battles had been fought on both continents; and many Africans and Asians, were conscripted to serve as soldiers at home and in Europe. Oppression and exploitation in these colonies, as well as weaknesses of the colonial powers and Cold War rivalries, helped unite different ethnic and religious groups in their struggles for independence.

- Nationalist movements united citizens for change in Africa; including the:
- Négritude movement; and
- Pan-African movement.

In Southeast Asia, nationalists organized against colonial control and, in some cases, the American presence in:

- Philippines;
- Vietnam; and
- Cambodia.

EXPECTATIONS FOR LEARNING

Analyze post-World War II global politics and explain the causes and effects of the nationalist movements in Africa and Southeast Asia.

Content Statement**21. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous people.****CONTENT ELABORATION**

During the second half of the 20th century, human rights organizations and the media fueled the impetus for the expansions of rights and freedoms for women and indigenous people.

In spite of resistance in many countries, governments were also pressured to end discriminatory practices and violence against women and indigenous people in developing nations. The struggle for the rights of women and indigenous people compelled more countries to extend opportunities for all to participate in society in the following ways:

- politically;
- educationally;
- economically; and
- socially.

The ending of apartheid in South Africa provided blacks the rights they had been denied. This was the result of political pressure within and outside the country.

International pressure to change did not lead to immediate or universal change for women or indigenous people in some areas of the world where they are still fighting for these changes.

EXPECTATIONS FOR LEARNING

Analyze how achievements in the domain of women's rights in industrialized nations spurred increased opportunities for women throughout the world.

Explain how governments have changed their policies regarding women's rights and indigenous people.

Modern World History continued

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

22. The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States, and the non-aligned world.

CONTENT ELABORATION

The ending of the Cold War was marked by the collapse of the Soviet Union. A new relationship between the United States and Russia and the other former Soviet republics developed and offered new challenges for the United States. The United States moved away from its containment policy and moved towards bilateral agreements in areas such as:

- space;
- energy;
- technology; and
- nuclear weapons.

The demise of the Soviet Union also created new challenges for its former allies, the former Soviet republics, Europe, and the non-aligned world as well as the United States. Among the challenges:

- creation of separate and independent governments;
- control of the nuclear arsenals installed by the former Soviet Union;
- rise of ethnic tensions; and
- transition to free-market economies.

EXPECTATIONS FOR LEARNING

Describe the outcome of the relationship with the United States and the former Soviet Republics and the impact it has on the post-Cold War world.

Content Statement

23. Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.

CONTENT ELABORATION

Acts of terrorism resulting from regional and ethnic conflicts in the post-Cold War era include those initiated by Islamic fundamentalists and by separatist groups (e.g., Al Qaeda, ISIS, Hamas, Chechen separatists, Irish Republican Army, Boko Haram).

Regional and ethnic conflicts have led to acts of genocide and ethnic cleansing. Genocide involves the systematic extermination of a group of people based upon specific religious, national, racial or other cultural characteristics. Ethnic cleansing involves the purposeful and forceful removal of a group of people from a region. The targeted groups have specific religious, national, racial or other cultural characteristics. Members of these groups are typically subjected to deportation, displacement or, ultimately, genocide.

The rise of nationalism among ethnic groups in the republics that emerged from the former Yugoslavia led to ethnic cleansing and the murder of thousands in Bosnia. Other examples of ethnic cleansing/genocide occurred in Sudan (Darfur), Iraq, Rwanda, and the Rohingya in Myanmar.

EXPECTATIONS FOR LEARNING

Describe how regional, religious, and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing.

Modern World History continued

TOPIC: GLOBALIZATION (1991-PRESENT)**Content Statement****24. Political and cultural groups have struggled to achieve self-governance and self-determination.****CONTENT ELABORATION**

Political and cultural groups have struggled to achieve self-governance and self-determination in many places since 1991, including:

- former Soviet republics
- former communist countries in Europe;
- Post-Colonial Asia;
- nations in Southwest Asia;
- South Africa and other nations in Africa;
- Western Europe; and
- Latin America.

EXPECTATIONS FOR LEARNING

Select an example of a political or cultural group and explain how they struggled to achieve self-governance and self-determination.

Content Statement**25. Emerging economic powers and improvements in technology have created a more interdependent global economy.****CONTENT ELABORATION**

Emerging economic powers have resulted in the creation of a more global economy. This interdependent global economy is based on a market share in the production of some goods and services in the late 20th and 21st century.

The European Union was created in the early 1990s to strengthen the economies of the member nations and make them more competitive in the world market by using a common currency and eliminating trade barriers.

Improvements in technology increased interdependence in the global economy. These improvements include:

- expanded use of satellites;
- personal computers;
- Internet; and
- cellular and satellite phones.

EXPECTATIONS FOR LEARNING

Analyze the factors that have created a more interdependent global economy since 1991.

Modern World History continued

TOPIC: GLOBALIZATION (1991-PRESENT)**Content Statement****26. Proliferation of nuclear weapons has created a challenge to world peace.****CONTENT ELABORATION**

The end of the Cold War posed new challenges with the proliferation of nuclear weapons and their threat to world peace on a global scale.

These new challenges include:

- the global danger of competing and emerging nuclear arsenals;
- unstable former Soviet republics housing weapons of mass destruction; and
- the possibility of access to nuclear weapons by terrorists and state supported terrorism.

EXPECTATIONS FOR LEARNING

Describe how proliferation of nuclear weapons since the end of the Cold War has created a challenge to world peace.

Content Statement**27. The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.****CONTENT ELABORATION**

The rapid increase of global population in the 20th and 21st centuries contributed to societal and governmental challenges as resources are allocated and consumed to meet demand. The environmental impact has pressured governments to institute policies to reduce pollution and conserve resources. Increased life expectancy has placed burdens on many countries to provide adequate health care.

Mass migrations have created societal and governmental challenges, including:

- brain drain out of developing countries;
- political refugees and those seeking asylum;
- tension and conflict in countries where refugees seek safety; and
- legal and illegal immigration.

EXPECTATIONS FOR LEARNING

Describe societal and governmental challenges resulting from the rapid increase of global population, increased life expectancy and mass migrations.

Modern World History continued

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

28. 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.

CONTENT ELABORATION

World population growth and the competition for energy supplies have led to an increase in greenhouse gas emissions, the loss of tens of thousands of plant and wildlife species, and the rapid decline of rainforests.

A new environmental consciousness and a movement for the sustainability of the world's resources has influenced the actions of:

Citizen organizations (e.g., Greenpeace, Sierra Club, World Wildlife Fund, Ocean Conservancy); and

Government conferences (e.g., 1992 Earth Summit, 1997 Kyoto Protocol, 2012 Rio Earth Summit, 2016 Paris Agreement).

EXPECTATIONS FOR LEARNING

Describe the environmental challenges that have resulted from industrial development.

Describe the reasons for the new environmental consciousness and movement for sustainability.

Economics and Financial Literacy

TOPIC: ECONOMIC DECISION MAKING AND SKILLS

Content Statement

1. Economists analyze multiple sources of data to predict trends, make inferences, and arrive at conclusions.

CONTENT ELABORATION

To predict trends, make inferences, and arrive at conclusions, economists analyze many different sources of data.

For example, economists would use many sources of data (e.g., disposable income, quintiles of income distribution, stock prices, inflation) for a study of the impact of a tax cut on consumer spending. Economists would use data appropriate to the study of the effect of falling gasoline prices on consumer driving habits or the effect of deficit spending during a recession.

EXPECTATIONS FOR LEARNING

Using several sources of data, predict a trend, make an inference, or arrive at a conclusion relating to an economic issue.

Content Statement

2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.

CONTENT ELABORATION

Making decisions related to personal finances requires students to analyze financial statements and reports. Bank statements update recent transactions related to deposits and spending.

Individuals can decide to make a major purchase based on available funds or adjust spending to avoid shortfalls.

Reading stock market reports, mutual fund statements, savings account summaries and certificates of deposit (CD) statements enable individuals to make decisions related to investing. For example, people make decisions to take stock dividends in cash or automatically have them reinvested, or people decide to place money in a (CD) based upon the interest rates and term lengths.

Understanding and reconciling check ledgers, online banking summaries and/or other types of financial reports help inform personal financial decisions. For example, people make decisions to increase savings based on average checking account balances or plan for future purchases based on a regular savings pattern.

EXPECTATIONS FOR LEARNING

Demonstrate how financial reports can be used to make decisions about personal finances.

Economics and Financial Literacy continued

TOPIC: FUNDAMENTALS OF ECONOMICS**Content Statement****3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.****CONTENT ELABORATION**

Economics is the study of scarcity, which means that there are unlimited wants, but limited resources. Consequently, individuals must make choices or tradeoffs. What goods, resources and/or services is one willing to give up to obtain another good, resource and/or service?

Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.

For example, a high school student wants to buy a car. He decides not to try out for the football team in order to get a job to enable him to buy the car. The opportunity cost is playing football.

EXPECTATIONS FOR LEARNING

Use the concepts of tradeoffs, opportunity costs, scarcity and choices to explain why people cannot have all the goods and services they want and, as a result, must choose some things and give up others.

Content Statement**4. Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.****CONTENT ELABORATION**

Economic systems are developed to satisfy the wants of their people and to allocate limited resources by answering three economic questions:

- What will be produced?
- How it will be produced?
- To whom will it be distributed?

The characteristics of traditional, market, command and mixed economies differ with regard to private property, freedom of enterprise, competition and consumer choice, and the role of government.

The traditional economic system is based on custom. The allocation of resources changes little over generations. Today, traditional economic systems are found in small hunting or agricultural-based societies.

In the market economic system, the allocation of resources is determined by consumer spending. If consumers want a certain type of clothing, resources will be allocated to meet the demand. The characteristics of market economies are private property, freedom of enterprise, competition and consumer choice, and the limited role of government.

In the command economic system, the allocation of resources is determined by a small group of planners. They decide how the key economic questions are answered. Centrally planned economies are common in communist countries. The government owns the means of production.

No pure market or command economic systems exist. Generally, they are mixed- economic systems that either lean toward a market or command system.

EXPECTATIONS FOR LEARNING

Compare the way each of the economic systems allocates scarce resources.

Economics and Financial Literacy continued

TOPIC: FUNDAMENTALS OF ECONOMICS**Content Statement**

5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.

CONTENT ELABORATION

A market exists whenever buyers and sellers exchange goods and services. Exchanges occur almost anywhere, through face-to-face transactions, the Internet, by phone or via mail order.

The market price, also referred to as the equilibrium price, is reached (and illustrated) when the demand and supply curves intersect. If the price of a good or service is below the equilibrium price, there will be a shortage. As a result of a shortage, price will rise, quantity supplied will increase and quantity demanded will decrease, eliminating the shortage.

If the price of a good or service is above the equilibrium price, there will be a surplus. As a result of a surplus, price will fall, quantity supplied will decrease and quantity demanded will increase, eliminating the surplus.

The demand for a good or service shifts when there is a change in:

- Consumers' preferences or incomes;
- the prices of related goods or services; and
- the number of consumers in the market.

The supply of a product shifts when there are changes in:

- the prices of productive resources used to make the good or service;
- number of sellers in a market;
- the opportunities for profit available to producers of other goods or services; and
- the technology used to make the good or service.

EXPECTATIONS FOR LEARNING

Analyze how markets adjust to changes in supply and demand and how these adjustments send signals and provide incentives to consumers and producers to influence their own decisions.

Apply supply-and-demand model charts to demonstrate the shifting nature of supply and demand.

Economics and Financial Literacy continued

TOPIC: FUNDAMENTALS OF ECONOMICS**Content Statement**

- 6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.**

CONTENT ELABORATION

Competition is an important characteristic of a market economic system. Producers are rivals and their motive is to make a profit. They compete with each other to meet consumer demand through advertising, offering promotions and making production more efficient by integrating technological innovations into production and developing labor-saving devices. This may lead to better quality goods at lower prices.

Competition among consumers for goods and services leads to higher prices for those willing to pay for them. For example, if the supply of oil decreases, competition by consumers to purchase gasoline will lead to higher prices. Those unwilling to pay the higher prices might seek alternative means of transportation.

EXPECTATIONS FOR LEARNING

Explain how competition among sellers lowers costs and prices and encourages producers to produce more of what consumers are willing and able to buy.

Explain how 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**Content Statement**

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

CONTENT ELABORATION

One of the indicators on a nation's economic health is its Gross Domestic Product (GDP). This is a basic measure of economic output of the total market value of all final goods and services produced in a country in a given year. It allows experts to see whether the economy is moving forward or regressing.

Economists distinguish between nominal and real GDP. Nominal GDP is reflected in current dollars. Real GDP is adjusted for inflation.

Other economic indicators include the Consumer Price Index (CPI), unemployment rates, new residential sales, new residential construction, personal income and expenditures, consumer confidence index and U.S. international transactions.

EXPECTATIONS FOR LEARNING

Interpret and evaluate economic indicators (e.g., GDP, unemployment rates, CPI) to assess a nation's economic well-being.

Economics and Financial Literacy continued

TOPIC: GOVERNMENT AND THE ECONOMY**Content Statement****8. Economic policy decisions made by governments result in both intended and unintended consequences.****CONTENT ELABORATION**

Economic policy decisions are generally intended to maintain a healthy economy. Examples include social security, deep ocean drilling, tax cuts, and deficit spending. Sometimes there are unintended consequences.

The historic controversy over tariffs is an example of unintended consequences. The Hawley-Smoot Tariff of 1930 was protectionist legislation pushed by manufacturers and farmers. The tariff made it difficult for European producers to sell their products to the U.S. Consequently, the former European allies could not repay war debts and international trade stagnated.

One of several factors leading to the Great Depression in the United States was the excessive amount of lending by banks. This fueled speculation and use of credit. The Federal Reserve attempted to curb these practices by constricting the money supply. The effect was to worsen economic conditions by making it harder for people to repay debts and for businesses, including banks, to continue operations.

Government regulations have a specific intent. Some would argue, however, that the unintended consequences outweigh the benefits of the intentions of the regulations.

Fiscal policies are decisions to change spending and tax levels by the federal government to influence national levels of output, employment, and prices.

Increasing federal spending and/or reducing taxes may promote more employment and output in the short run, but price levels and interest rates could rise as a result. Similarly, decreasing federal spending and/or increasing taxes will likely lead to lower price levels and interest rates, but in the short run, they decrease employment and output levels.

The Federal Reserve System uses monetary policies to influence the supply of money and the availability of credit. The Fed induces changes in interest rates to influence prices, employment, and spending.

EXPECTATIONS FOR LEARNING

Describe the intended and unintended results of an economic policy decision made by a government.

Economics and Financial Literacy continued

TOPIC: GLOBAL ECONOMY**Content Statement**

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

CONTENT ELABORATION

Comparative advantage of regions and nations exists when they can produce goods or services at a lower opportunity cost than other individuals or nations. Specializing in the production of the good or service at a lower cost increases trade with others.

For example, Country X can produce either 400,000 tons of corn or 800,000 tons of wheat. The opportunity cost for Country X of producing one ton of corn is two tons of wheat.

Country Y can produce either 100,000 tons of corn or 500,000 tons of wheat. The opportunity cost for Country Y producing one ton of corn is five tons of wheat.

Of the two countries, Country X is the lower-cost producer of corn because for each ton of corn produced, it only has to give up the production of two tons of wheat, whereas Country Y has to give up the production of five tons of wheat. In the same manner, Country Y has a comparative advantage in producing wheat because for each ton of wheat produced, it only gives up $\frac{1}{5}$ ton of corn. Country X gives up $\frac{1}{2}$ ton of corn for each ton of wheat produced.

Instead of each country trying to produce both corn and wheat at less than the highest production levels, it makes sense for Country X to specialize in producing corn and for Country Y to specialize in producing wheat. Each country can maximize production in one product and trade with each other for what they no longer produce. Country X can now trade one ton of corn for three tons of wheat (without specialization, the opportunity cost of producing one ton of corn was two tons of wheat). Country Y can now trade three tons of wheat for one ton of corn (without specialization, the opportunity cost of producing three tons of wheat was $\frac{3}{5}$ ton of corn). Trade works to the benefit of both countries and consumption of these products can increase.

EXPECTATIONS FOR LEARNING

Explain how production, consumption and interdependence increase when regions and nations trade with each other as a result of using comparative advantage.

Economics and Financial Literacy continued

TOPIC: GLOBAL ECONOMY**Content Statement**

10. Government actions, such as tariffs, quotas, subsidies, trade agreements, and membership in multinational economic organizations significantly impacts international trade.

CONTENT ELABORATION

International trade can be affected by government actions. When imports are restricted by public policies, consumers pay higher prices and job opportunities and profits in exporting firms decrease.

Tariffs and import quotas are generally supported by producers of domestic products. A tariff is a tax on imported goods. Import quotas limit the number of products allowed into a country. The intent is to make domestic goods more competitive. However, as history has shown, affected countries can reciprocate with tariffs or import quotas of their own, consequently impacting international trade.

Some government subsidies significantly impact international trade. Since the 1930s, the U.S. has provided subsidies in the form of price supports to farmers to help them maintain a good standard of living. The government does this by paying farmers not to grow crops and purchasing surplus agricultural products for storage. This lowers the supply of the product and keeps the price at a level to help the farmers. However, this makes it difficult for foreign countries to sell the same or similar products to the U.S.

There are many multinational economic organizations such as the:

- Asia-Pacific Economic Cooperation;
- European Union;
- International Monetary Fund (IMF);
- Organization for Economic Co-operation and Development (OECD);
- Organization of the Petroleum Exporting Countries (OPEC);
- World Bank; and
- World Trade Organization (WTO).

EXPECTATIONS FOR LEARNING

Analyze how a nation's economic policies, trade agreements, and/or memberships in multi-national organizations impact international trade.

Economics and Financial Literacy continued

TOPIC: WORKING AND EARNING**Content Statement**

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

CONTENT ELABORATION

Income may be determined by the skills and abilities an individual has. Some skills may require intense training and education. Income may be influenced by an individual's work ethic. One who puts in more hours or demonstrates a better attitude about his or her work may reap a higher income.

Market conditions can influence an individual's income. Economic, social, cultural, and political conditions can all affect incomes. Jobs that are in high demand with a limited supply of workers with particular skills often offer higher incomes. Usually, these might be in certain professions that require years of education (e.g., doctors, dentists, lawyers). In addition, jobs that include a high amount of physical risk may offer the opportunity to earn higher incomes.

EXPECTATIONS FOR LEARNING

Explain how income is determined by many factors including individual skills and abilities, work ethic, and market conditions.

Content Statement

12. Employee earning statements include information about gross wages, benefits, taxes, and other deductions.

CONTENT ELABORATION

Employees are able to monitor their salaries through the information provided in their earning statements.

Earning statements generally include gross and net wages over a year. They also may include benefits such as health insurance (medical, dental or vision) and retirement contributions. The statement will show how much the employer pays and how much the employee pays.

Deductions for federal, state and local taxes are provided.

Other deductions might be for annuities or payments for loans.

EXPECTATIONS FOR LEARNING

Describe information that would be included in an employee's earning statements such as gross wages, benefits, taxes, and other deductions.

Economics and Financial Literacy continued

TOPIC: FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT**Content Statement****13. Financial decision-making involves considering alternatives by examining costs and benefits.****CONTENT ELABORATION**

Establishing personal goals often involves evaluating alternative choices. When these goals include financial decision-making, individuals need to examine costs and benefits.

Most financial decisions involve tradeoffs because resources are limited. Those decisions result in an opportunity cost.

For example, if an individual decides to place money into their retirement account, they will have less money to place into their short-term savings account.

EXPECTATIONS FOR LEARNING

Explain how financial decision making involves considering alternatives by examining costs and benefits.

Content Statement**14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance, and philanthropy.****CONTENT ELABORATION**

A personal financial plan is designed to enable an individual to reach a goal. For a young person, it could be the steps to make a purchase such as personal electronic devices or a car. It might be to make a trip or to pay for a college education. An adult might use a financial plan for short-and long-range goals. Short-range goals would be those to be obtained within a year. These might include purchasing an appliance, new tires for a car or taking a vacation. Long-range goals take longer, such as saving to purchase a house, pay for a child's college education or saving for retirement.

A personal financial plan includes a budget that estimates the income and expenses over a specific period of time. A budget can be used to manage spending and achieve financial goals. Long-range plans involve strategies for savings (e.g., money-market accounts, certificates of deposit and other types of time deposits).

Investments are intended to maximize savings (e.g., bonds, U.S. Treasury securities, stocks, mutual funds) but do involve greater risks.

Insurance is a way to protect the goals of an individual's financial plan. Generally, the most common insurance plans are life, health, automobile and home.

Many personal financial plans include philanthropic giving (e.g., donations to a religious or nonprofit organization throughout one's life or after one's death).

EXPECTATIONS FOR LEARNING

Develop a financial plan that includes both short-and long-term goals within a budget, including spending on goods and services, savings and investments, and insurance, and philanthropy.

Economics and Financial Literacy continued

TOPIC: FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT**Content Statement****15. Different payment methods have advantages and disadvantages.****CONTENT ELABORATION**

Effective purchasing requires an understanding of the advantages and disadvantages of payment options.

Credit cards offer such advantages as convenience in shopping, promotional incentives, and enabling consumers to build their credit scores. There are disadvantages as well, such as interest rates on periodic balances making purchases more expensive.

Individuals can set up different kinds of credit accounts with firms (i.e., regular, revolving, installment). All offer advantages and disadvantages.

Different types of loans are offered by financial institutions. There are advantages and disadvantages for these as well (e.g., single payment, installment).

Maintaining a system of financial recordkeeping will help inform financial decision making in the long run.

There are different ways of paying fixed, variable and periodic bills to maintain financial stability (e.g., cash, check, credit, debit, electronic).

EXPECTATIONS FOR LEARNING

Evaluate the advantages and disadvantages of different payment methods.

TOPIC: SAVING AND INVESTING**Content Statement****16. Saving and investing help to build wealth.****CONTENT ELABORATION**

Building wealth is the means for preparing for planned and/or unexpected expenses and for obtaining financial security. Savings is one way to build wealth (e.g., personal savings accounts, money-market accounts, time deposits).

Investments are ways to build wealth (e.g., bonds, stocks, mutual funds, 401(k) plans). Individuals may invest in real estate to rent or eventually sell at a profit.

EXPECTATIONS FOR LEARNING

Explain how saving and investing help to build wealth.

Economics and Financial Literacy continued

TOPIC: SAVING AND INVESTING**Content Statement****17. Savings can serve as a buffer against economic hardship.****CONTENT ELABORATION**

Unexpected expenses occur due to loss of job, accidents, health issues or automobile and home repairs. Setting money aside for such emergencies can ease the stress of uncertainty until additional income is available.

Economists and financial advisors offer many strategies for saving. Opening a savings account enables deposits to earn interest.

There are many simple ways to start saving such as putting aside each day any loose change for deposit in a savings account or having a set amount automatically withdrawn from each paycheck for direct deposit into a saving or checking account.

Paying yourself first is one successful strategy to accumulate savings and build personal wealth.

EXPECTATIONS FOR LEARNING

Explain how savings can serve as a buffer against economic hardship.

Content Statement**18. Different costs and benefits are associated with saving and investing alternatives.****CONTENT ELABORATION**

The alternatives for saving and investing offer different costs and benefits.

Saving options include:

- Personal savings accounts—convenient, low risk, limited return, little protection against inflation;
- Money-market accounts—liquidity, insured, can yield higher returns but returns can fluctuate; and
- Time deposits—may not withdraw for a period of time, greater risk can yield higher returns, three types (i.e., fixed-term, certificates of deposit, open-account).

Investment options include:

- U.S. savings bonds—way to save, interest exempt from taxes, safe, lower return;
- Stocks—higher returns, greater risk, broker fees;
- Mutual funds—diversified stocks, lower risk, broker fees;
- Real estate—rental income, generally appreciates;
- Annuities—regular payments to beneficiary for specified period;
- 401(k) plans—employer-sponsored retirement plan that allows employee pre-tax dollars to accumulate tax-free;
- IRAs—contributions are taken from paychecks, are tax deductible, and will be taxed once distributions begin; and
- Roth IRAs—after-tax contributions with tax-free earnings and tax-free distributions.

Wealth increases over time with systematic investments multiplied by compounding interest.

Diversification reduces personal risk by spreading around one's investments into different sectors of the economy.

EXPECTATIONS FOR LEARNING

Distinguish among the different costs and benefits associated with saving and investing alternatives.

Economics and Financial Literacy continued

TOPIC: SAVING AND INVESTING**Content Statement****19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds, and mutual funds.****CONTENT ELABORATION**

Owning certificates of deposit (CDs), stocks, bonds and mutual funds are ways that investors can build wealth. Several types of financial institutions provide access to these tools.

CDs can be purchased through banks or brokerage firms. CDs are fixed-income investments for a term with a fixed amount of interest paid by the financial institution. At the end of the term, the financial institution pays the principal and interest earned. CDs are insured by the federal government.

Stocks are shares of a company that can be purchased by investors through brokerage firms. Investors are paid dividends and can make a profit if sold higher than the purchase price.

Bonds are investment instruments that are generally low-yield and low-risk that organizations and governmental units use to borrow money over prescribed terms.

Mutual funds and annuities hold diversified investments in stocks, bonds and money-market accounts to limit risks for the investor. They can be purchased through brokerage firms or insurance companies.

All of these investments generally involve a fee from the financial institution. The fees pay for the institution's expertise and time. Investors who are knowledgeable about stocks and mutual funds and have time to monitor their investments can make their purchases online.

Banks and credit unions provide basic financial services to individuals including savings, investments, loans and other fundamental forms of money management.

EXPECTATIONS FOR LEARNING

Explain the access that banks, brokerages and insurance companies provide to investors for certificates of deposit, stocks, bonds, and mutual funds.

Economics and Financial Literacy continued

TOPIC: CREDIT AND DEBT**Content Statement**

20. There are costs and benefits associated with various sources of credit available from different types of financial institutions.

CONTENT ELABORATION

There is a direct relationship between the cost of personal credit, the amount of financial liability a person carries and one's payment history.

Leasing, borrowing and rent-to-own are all different options to extend one's credit. Each comes with its own rates and terms.

Home mortgages, car loans, revolving credit accounts, and short-cycle credit cards (e.g., gasoline, mobile phones) all operate differently.

The length of the payment term of a loan directly affects the interest rate. Generally, the longer the term, the lower the rate and the costlier the loan. Making the minimum payment on a credit liability increases the costs of the loan over its term.

Borrowing against the cash value of an insurance policy is generally less expensive than borrowing from a bank or credit union. The borrower repays his or her own policy instead of paying a third party, but this method of borrowing lessens the value of the insurance coverage during the term of the loan.

EXPECTATIONS FOR LEARNING

Give examples of different kinds of credit that are provided by financial institutions and explain the costs and benefits of each.

Content Statement

21. Credit and debt can be managed to maintain credit worthiness.

CONTENT ELABORATION

Credit is a valuable tool for making large purchases such as a house or automobile. Maintaining credit worthiness is important. Lenders determine credit worthiness by examining the likelihood that a person will repay their loans by checking their FICO score. An individual does this by carefully managing his or her credit and debt.

Managing credit includes:

- paying bills on time;
- limiting the number of credit cards; and
- monitoring credit score reports.

The responsible use of credit helps one achieve financial and lifestyle goals. Handling personal finances responsibly helps establish credit worthiness that can result in the ability to obtain future credit.

Managing debt includes:

- prioritizing potential purchases;
- limiting borrowing;
- monitoring expenses; and
- creating a savings account.

Failure to manage one's debt could result in bankruptcy, foreclosure, repossession of property, difficulty securing a job and/or inability to obtain future credit.

EXPECTATIONS FOR LEARNING

Describe how credit and debt can be managed to maintain credit worthiness.

Economics and Financial Literacy continued

TOPIC: CREDIT AND DEBT**Content Statement****22. Consumer protection laws provide financial safeguards.****CONTENT ELABORATION**

Consumer protection laws at the federal, state and local levels are designed to provide safeguards for personal finances. These laws are monitored and enforced by different government organizations including the U.S. Securities and Exchange Commission (SEC) and the Federal Trade Commission (FTC) and individual state consumer protection agencies.

The SEC regulates the buying and selling of stocks. It monitors brokerage firms and stock exchanges.

Agencies provide financial safeguards, including:

- protecting consumers against unfair, deceptive or fraudulent practices;
- enforcing consumer protection laws enacted by Congress; and
- regulating financial practices.

Other organizations and legal constraints at both the local and state levels exist to help protect individuals and their financial resources (e.g., Better Business Bureaus, Ohio Consumers' Council, lemon laws).

EXPECTATIONS FOR LEARNING

Explain how consumer protection laws provide financial safeguards.

Economics and Financial Literacy continued

TOPIC: RISK MANAGEMENT	
Content Statement 23. Property and liability insurance protect against risks associated with use of property.	
CONTENT ELABORATION	Insurance can be used to help defer personal liability and the loss of personal assets. Loss can be minimized by the use of a comprehensive insurance plan that covers property loss and personal liability against outside claims. There are different types of insurance that cover specific kinds of losses (e.g., property and casualty, flood, comprehensive liability).
EXPECTATIONS FOR LEARNING	Explain the differences between property and liability insurance and how each protects the owner against potential loss.
Content Statement 24. Health, disability, and life insurance protect against risks associated with increased expenses and loss of income.	
CONTENT ELABORATION	Insurance is designed to weigh the costs of coverage vs. the risk of financial loss. Health insurance takes into consideration certain factors (e.g., age, family history, lifestyle) to develop a cost structure. Disability and life insurances also consider life expectancy rates, personal habits (e.g., smoking, drinking), family history and current lifestyle. Different insurance tools can build and retain wealth or simply provide coverage in case of loss. Often, term life insurance is a benefit of employment, while both health and disability coverage are available with different options (e.g., family coverage, co-pays).
EXPECTATIONS FOR LEARNING	Identify the different kinds of insurance and explain how they protect consumers.
Content Statement 25. Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.	
CONTENT ELABORATION	Identity theft is one of the most rapidly growing crimes. Safeguarding one's personal information and one's financial information are responsibilities of each individual. This would include: <ul style="list-style-type: none"> • safeguarding Internet passwords and financial account numbers; • shredding information that includes personal financial data; • keeping accurate records in secure locations of all account numbers; • regularly monitoring all financial accounts for external intrusions; • regularly checking one's credit report for any irregularities; • limiting any specific financial information shared online or over the phone; • safeguarding social security numbers as well as credit card and banking account information; and • regularly backing up data in financial software.
EXPECTATIONS FOR LEARNING	Create strategies for protecting one's personal financial information.

Contemporary World Issues

TOPIC: GLOBAL CONNECTIONS

Content Statement

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

CONTENT ELABORATION

The topic of global connections is a recurrent theme throughout the Contemporary World Issues course. Nations and peoples are interconnected through trade, alliances, treaties and international organizations. Connections among nations and peoples of the world are dynamic, characterized by continuous shifts in international coalitions and political alliances.

Examples of some of the long-established organizations and alliances include:

- Trade: North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), Organization of Petroleum Exporting Countries (OPEC);
- Alliances: North Atlantic Treaty Organization (NATO), Southeast Asia Treaty Organization (SEATO);
- Treaties: Treaty on the Non-proliferation of Nuclear Weapons, Camp David Accords, Kyoto Protocol; and
- International organizations: United Nations (UN), European Union (EU), Organization of American States (OAS), African Union (AU).

Participation in these and other organizations, treaties, or alliances has increased the interconnectedness (globalization) of nations.

EXPECTATIONS FOR LEARNING

Analyze the ways in which trade, alliances, treaties, and international organizations contribute to the increasing interconnectedness of nations and peoples.

Content Statement

- 2. Advances in communications technology have profound effects on the ability of governments, interest groups, individuals, and the media to share information across national and cultural borders.**

CONTENT ELABORATION

Governments, interest groups, individuals, and media organizations have access to communication methods that have transformed the way they interact with each other and the world.

Advances in communications technology (including social media and the 24-hour news cycle) have impacted the sharing of information across national and cultural borders. Communication can be almost instantaneous, in some cases requiring split-second decision making. The expansion of news sources and delivery methods permits people to have access to perspectives from other nations. The variety of communication modes now available affords new opportunities for international cooperation and conflict.

EXPECTATIONS FOR LEARNING

Analyze the effects of advances in communications technology on the ability of governments, interest groups, individuals, and the media to share or acquire information.

Contemporary World Issues continued

TOPIC: CIVIC PARTICIPATION AND SKILLS**Content Statement**

- 3. Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.**

CONTENT ELABORATION

Media messages are those distributed by organizations with the intent of communicating an idea or ideas to a wide audience. Media messages are constructed in different ways for different purposes.

Students evaluate how and why messages are:

- constructed using particular tools (e.g., textual, graphical, audio, visual and interactive elements);
- constructed using particular characteristics (e.g., style, tone, organization); and
- constructed using particular conventions (e.g., use of evidence, point of view, citations).

Communication methods influence the ways people define and act on issues. Media messages affect public opinion on issues. Organizations adjust their messages for different audiences. It is becoming increasingly vital for citizens to be able to determine the credibility of news sources and media messages due to the increased number of media outlets.

EXPECTATIONS FOR LEARNING

Evaluate how media messages are constructed for unique purposes using particular tools, characteristics, and conventions.

Analyze the influence and credibility of media messages on the ways people define and act on issues.

Content Statement

- 4. Individuals can assess how effective communicators address diverse audiences.**

CONTENT ELABORATION

As individuals engage with others on global issues, they need to be able to communicate their beliefs and ideas with other individuals and with diverse groups.

Effective communicators, either individuals or groups, adapt communication styles to address diverse audiences by adjusting their use of communication tools, characteristics and conventions.

Examples of communications could include examination of school-level and personal communications, such as:

- e-mails;
- letters to families;
- texts;
- web posts; and
- pieces from news programs, websites, advertisements, or other media sources.

Opportunities should be provided for students to practice their own communication skills as they engage with others on global issues.

EXPECTATIONS FOR LEARNING

Analyze communication methods that an organization uses with diverse audiences.

Contemporary World Issues continued

TOPIC: CIVIC PARTICIPATION AND SKILLS**Content Statement**

- 5. Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.**

CONTENT ELABORATION

Effective civic participation requires that individuals evaluate world events, engage in deliberative civil debate, and work to influence public policy.

Deliberative civil debate respects multiple views on an issue, allows for questioning and analysis, and is solution-oriented.

Informed individuals work to influence public processes. Influencing public processes includes identifying an appropriate decision-making body or official, analyzing policies currently in place, and participating in the deliberation of new policy through appropriate channels, such as:

- letter writing;
- testifying at hearings; and
- meeting with legislators.

Opportunities to experience these processes first-hand should be made available to students as they identify and address a global issue.

EXPECTATIONS FOR LEARNING

Identify and evaluate a world event or global issue.

Participate in debate and work to influence public processes to address an issue.

Content Statement

- 6. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.**

CONTENT ELABORATION

Issues on a global scale are inherently complicated and addressing them requires individuals and groups to work through decision-making processes prior to taking action.

Most global issues are complex and have multiple feasible solutions. What is considered a feasible solution to one group may not be considered feasible to others. Additionally, all solutions have both positive and negative consequences.

As students practice civic participation, they will identify issues, and research, debate and propose appropriate solutions. As part of this process, students will formulate action plans, and predict and assess the possible consequences of each proposed solution, weighing the costs and benefits of each approach.

EXPECTATIONS FOR LEARNING

Identify a current global issue, propose appropriate solutions, formulate an action plan and assess the positive and negative results of actions proposed.

Contemporary World Issues continued

TOPIC: CIVIC PARTICIPATION AND SKILLS**Content Statement****7. Individuals can participate through non-governmental organizations to help address humanitarian needs.****CONTENT ELABORATION**

Civic participation includes engaging with both governmental entities and non-governmental organizations (NGOs). Examples of NGOs include:

- Doctors Without Borders;
- Oxfam International;
- Children's Defense Fund; and
- Heifer International.

NGOs provide multiple methods of engagement for individuals and groups outside of formal governmental interaction between nations. These organizations provide an opportunity for people to cooperate on an international scale to address humanitarian needs.

Humanitarian needs arise from man-made and natural disasters. Such needs include threats to human life, human suffering, and insults to human dignity. Humanitarian needs can be addressed through various forms of humanitarian aid including medical treatments, food assistance and legal representation.

EXPECTATIONS FOR LEARNING

Describe how non-governmental organizations address humanitarian needs.

Participate in an activity with a non-governmental organization to address a specific need.

TOPIC: CIVIL AND HUMAN RIGHTS**Content Statement****8. Beliefs about civil and human rights vary among social and governmental systems.****CONTENT ELABORATION**

Beliefs about civil and human rights vary across borders and cultures. Different beliefs regarding civil and human rights can be observed in different contemporary social systems and governmental systems. For example, in some social and governmental systems, women or other groups may be restricted from voting, owning property, attending educational institutions and participating in government.

The Universal Declaration of Human Rights, adopted by the United Nations General Assembly after World War II, outlines fundamental human rights that should be universally protected.

EXPECTATIONS FOR LEARNING

Analyze how beliefs about civil and human rights vary among social and governmental systems.

Contemporary World Issues continued

TOPIC: CIVIL AND HUMAN RIGHTS**Content Statement**

9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.

CONTENT ELABORATION

Within the topic of civil and human rights, students will study how beliefs about rights differ across social and governmental systems. Beliefs about civil and human rights can result in both conflict and cooperation among nations and international organizations.

Numerous international organizations are dedicated to achieving rights for minority groups. Nations and international organizations, both governmental and non-governmental, sometimes pursue their own interests on civil and human rights issues, which may or may not align with the interests of others.

EXPECTATIONS FOR LEARNING

Analyze how differing interests on issues related to civil and human rights result in both conflict and cooperation among nations and international organizations.

Content Statement

10. Modern instances of genocide and ethnic cleansing present individual, organizational, and national issues related to the responsibilities of participants and non-participants.

CONTENT ELABORATION

Genocide and ethnic cleansing are extreme examples of civil and human rights issues. Historical examples of genocide (e.g., the Holocaust and Armenian genocide) can be applied to the understanding of more recent examples of genocide and ethnic cleansing such as:

- Bosnia;
- Rwanda; and
- Darfur.

Ethnic cleansing involves the purposeful and forceful removal of a group of people from a region. The targeted groups have specific religious, national, racial, ethnic, or other cultural characteristics. Members of these groups are typically subjected to deportation, displacement or ultimately genocide.

Genocide involves the systematic murder of a group of people based upon specific religious, national, racial or other cultural characteristics.

Individuals, organizations and nations are faced with differing responsibilities as participants and non-participants during ethnic conflicts. These responsibilities are acted upon differently based on the interests and beliefs of those faced with ethnic conflicts

International efforts to recognize and protect human rights continue, resulting in a shared commitment by the international community to the principle of human rights.

EXPECTATIONS FOR LEARNING

Analyze modern instances of genocide and ethnic cleansing from individual, organizational, and national perspectives.

Contemporary World Issues continued

TOPIC: SUSTAINABILITY**Content Statement**

11. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.

CONTENT ELABORATION

All human activities have intended and unintended consequences for ecological, social and economic systems. Individuals and societies make decisions every day that result in consequences that may impact physical and human environments today and in the future.

Intended consequences are those that are expected or anticipated. Decisions about human activities are often made by comparing the costs and benefits of the anticipated consequences.

Unintended consequences are those that are not expected or anticipated. The difficulty of predicting how ecological, social, and economic systems will react to human activities often results in unintended consequences.

Both intended and unintended consequences can be interpreted as positive or negative based on differing perspectives and values.

EXPECTATIONS FOR LEARNING

Analyze the impact of a selected human activity today and in the future, including intended and unintended consequences.

Content Statement

12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic, and cultural perspectives.

CONTENT ELABORATION

Sustainability focuses on meeting present needs without compromising the ability of future generations to meet their needs. Sustainability issues involve a balance between economic, social, and environmental needs, such as:

- agricultural practices;
- scarcity of natural resources;
- energy use; and
- population growth.

Sustainability issues, like most contemporary world issues, are interpreted differently by different people. Individuals, organizations and nations view sustainability issues differently based on their political, economic and cultural perspectives. Some might prioritize economic growth over environmental concerns. Others might see environmental concerns as critical to their future.

EXPECTATIONS FOR LEARNING

Analyze a sustainability issue from various political, economic, and cultural perspectives.

Contemporary World Issues continued

TOPIC: SUSTAINABILITY**Content Statement****13. International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national, and international levels.****CONTENT ELABORATION**

Sustainability issues are truly global issues, but can be addressed through international associations and non-governmental organizations at the local, national and international levels. Sustainability issues include those that deal with the balance between economic, social and environmental needs, such as:

- agricultural practices;
- energy use; and
- population growth.

International associations (with public and private participation) addressing these issues include:

- Institute for Sustainable Development;
- Climate Action Network (CAN); and
- Global Hunger Alliance.

Non-governmental organizations addressing similar issues include:

- Greenpeace International;
- Rainforest Alliance; and
- Sierra Club.

EXPECTATIONS FOR LEARNING

Analyze how people collaborate to address sustainability issues through international associations and non-governmental organizations.

Contemporary World Issues continued

TOPIC: TECHNOLOGY**Content Statement****14. The development and use of technology influences economic, political, ethical, and social issues.****CONTENT ELABORATION**

Technological advances often have profound influence on the life of individuals and societies, both positive and negative. Advances in technology can influence already existing economic, political, ethical and social issues, such as:

- outsourcing;
- terrorism;
- capital punishment; and
- social stratification.

Advances in technology can also create new economic, political, ethical and social issues, such as:

- internet commerce;
- online political activity;
- medical technologies;
- social networking; and
- automation.

EXPECTATIONS FOR LEARNING

Analyze how the development and use of technology has influenced a selected economic, political, ethical, or social issue.

Content Statement**15. Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.****CONTENT ELABORATION**

As technologies are researched and tested, people must weigh the cost of development against the potential benefits of a new technology. Costs could be more than just financial and may include environmental or ethical consequences. Similarly, benefits of technological advancement include consequences beyond finances. The advancement of any technology involves trade-offs between multiple costs and benefits.

For example, the decision to invest in research on new medical practices must take into account both the potential societal benefits of the research and the potential physical, moral and ethical hazards.

Advancements in technology result in both intended and unintended consequences. As decisions are made to develop and utilize new technologies, some of the potential consequences can be anticipated and considered in the decision-making process. However, there are typically going to be unforeseen or unintended consequences that result from technological change.

EXPECTATIONS FOR LEARNING

Analyze the costs and benefits of a selected technology, including intended and unintended consequences.

Contemporary World Issues continued

TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY**Content Statement**

16. Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social, and economic costs.

CONTENT ELABORATION

National security is characterized by the activities nations engage in to ensure the security of their territories, political institutions, economies, and cultures.

Maintaining security has political, social, and economic costs for all citizens. Nations sometimes struggle to balance the need to ensure security with the costs associated with doing so.

Political costs may include civil unrest or removal from office. Social costs may include increases in censorship, profiling, and surveillance. Economic costs may include decreased government revenue, higher consumer prices, trade restrictions, and sanctions.

EXPECTATIONS FOR LEARNING

Explain how and why nations protect their national security.

Evaluate the political, social, and economic costs of a national security issue.

Content Statement

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

CONTENT ELABORATION

Global entities, including nations and non-governmental organizations, have different interests and priorities in regard to regional and global issues. As global entities interact, their differing economic, political and social interests and priorities can lead to conflict or cooperation.

Conflict may be mitigated through international diplomacy (e.g., G8 Summit, Paris Agreement) or cooperative efforts of international organizations (e.g., United Nations, International Court of Justice).

EXPECTATIONS FOR LEARNING

Analyze the economic, political, and social causes of a current conflict.

Evaluate the efforts of diplomacy in economic, political, and social differences in a current conflict.

Contemporary World Issues continued

TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY**Content Statement**

18. Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.

CONTENT ELABORATION

Established systems of power, authority, and governance include international and regional treaties, alliances, and organizations governing interactions between nations and international groups such as:

- United Nations;
- International Court of Justice;
- North Atlantic Treaty Organization;
- Organization of American States;
- Association of Southeast Asian Nations; and
- African Union.

Individuals and organizations sometimes choose to work outside of the established systems of power, authority and governance. They may feel disenfranchised, unrepresented, or they may not recognize the authority of established systems. Such groups may form alternative systems or agencies, engage in civil disobedience, dissent, or illegal activities such as:

- violence;
- piracy;
- organized crime; and
- terrorist activities.

EXPECTATIONS FOR LEARNING

Analyze how individuals and groups work within the established systems of power, authority and governance.

Analyze an example of how and why an individual or group chose to work outside of the established systems of power, authority or governance.

Contemporary World Issues continued

TOPIC: THE GLOBAL ECONOMY**Content Statement****19. The global economy creates advantages and disadvantages for different segments of the world's population.****CONTENT ELABORATION**

The 21st century is characterized by increased global trade and economic interdependence. In a global economy, economic activity crosses national and cultural borders, often resulting in new economic connections and increased interdependence.

While some nations and peoples benefit greatly from participation in the international marketplace, other segments of the world's population may experience economic hardship.

Global competition can lead to advantages for some people, such as:

- increased employment;
- lower prices;
- increased consumer choices; and
- rise in the standard of living.

Global competition can lead to negative effects for some people, such as:

- loss of jobs;
- reduced wages;
- exploitation of workers;
- environmental damage; and
- natural resource depletion.

EXPECTATIONS FOR LEARNING

Evaluate how the changing global economy has created advantages and disadvantages for different segments of the world's population.

Content Statement**20. Trade agreements, multinational organizations, embargoes and protectionism impact markets.****CONTENT ELABORATION**

The global economy is subject to the influence of local, national and international governmental actions.

Governments can influence and regulate trade through trade agreements and multinational trade organizations, such as:

- trade agreements: North American Free Trade Agreement (NAFTA), General Agreement on Tariffs and Trade (GATT); and
- multinational trade organizations: European Union (EU), Organization of the Petroleum Exporting Countries (OPEC).

Embargoes and protectionism policies such as sanctions and tariffs can be used to restrict trade.

EXPECTATIONS FOR LEARNING

Explain how international trade agreements and multinational organizations impact markets.

Evaluate the impact of embargoes and protectionism on markets.

Contemporary World Issues continued

TOPIC: THE GLOBAL ECONOMY**Content Statement****21. The distribution of wealth and economic power among countries changes over time.****CONTENT ELABORATION**

The distribution of wealth and economic power shifts as a result of political and social changes, and developments in technology or productive resources.

Gradual or rapid changes in the distribution of wealth and economic power may result from:

- political changes (e.g., trade alliances, new leaders);
- social changes (e.g., improvements in access to education);
- development of new technologies (e.g., agriculture and manufacturing advances); and
- development of productive resources (e.g., discovery of new mineral reserves).

As the distribution of wealth and economic power shifts among countries, patterns of conflict and cooperation can change.

EXPECTATIONS FOR LEARNING

Analyze the causes and effects of changes to the distribution of wealth and economic power among countries.

Content Statement**22. The global economy creates interdependence so that economic circumstances in one country impact events in other countries.****CONTENT ELABORATION**

Expansion of trade in the 21st century has led to a global economy characterized by interdependence. As global trade has increased, so has the economic interdependence among countries.

More than ever before, economic decisions and activities in one country have the potential to impact economies in other countries. For example, a drop in the value of stock prices in the United States will impact the American economy and the economies of countries whose investors hold American stocks. Similarly, a rise in oil consumption in Asia will have a ripple effect on the oil market worldwide and likely result in higher prices for all consumers as demand increases.

EXPECTATIONS FOR LEARNING

Explain how economic decisions and activities in one country impact economies in other countries.

World Geography

TOPIC: SPATIAL THINKING AND SKILLS

Content Statement

- 1. Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent, analyze, and interpret geographic patterns and processes.**

CONTENT ELABORATION

Geographers have a variety of tools to represent spatial data. Spatial data is information that identifies the geographic location of features and boundaries on Earth, either natural or manmade. For instance, a world map is a graphic representation of Earth's surface drawn to scale. A map's projection, however, may distort the appearance of the surface portrayed. A globe is a three-dimensional representation of the planet, but is not easily portable.

Geographic information systems (GIS) are databases that permit various kinds of maps to be created combining selected elements of information. Global positioning system (GPS) is a network of orbiting satellites that allow receivers on Earth to locate their exact position using latitude and longitude.

Remote sensing is information gathered about a surface from a distance (e.g., aerial photography, satellite images). Geographic visualizations range from printed maps with spatial data (e.g., cartographic maps) to interactive computer tools (e.g., three-dimensional models).

EXPECTATIONS FOR LEARNING

Explain the uses and limitations of various kinds of spatial data to represent, analyze, and interpret geographic patterns and processes.

Content Statement

- 2. Geographic representations and geospatial technologies are used to investigate, analyze, and communicate the results of geographic problem solving.**

CONTENT ELABORATION

Geographic representations and geospatial technologies include maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems (GIS), global positioning systems (GPS), remote sensing, and geographic visualizations. Geospatial refers to information that identifies the particular location of features on Earth's surface, such as oceans and mountains.

Different ways of representing spatial data can be used in geographic problem solving. For example, census data can be portrayed visually and used to help determine geographic patterns within a region or area. These patterns can then be used to help locate appropriate routes for road construction or site locations for providing services.

Remote sensing is information gathered about a surface from a distance (e.g., aerial photography, satellite images). Geographic visualizations range from printed maps with spatial data (e.g., cartographic maps) to interactive.

EXPECTATIONS FOR LEARNING

Identify uses for specific geographic representations and geospatial technologies.

Use appropriate geographic representations and geospatial technologies to investigate, analyze, and communicate information related to solving a geographic problem.

World Geography continued

TOPIC: ENVIRONMENT AND SOCIETY**Content Statement**

- 3. Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).**

CONTENT ELABORATION

The interaction of humans with the physical environment in one place can lead to expected (intended) as well as unexpected (unintended) consequences in other places due to the systemic and interdependent nature of the physical environment.

For example, the construction of the St. Lawrence Seaway had the intended consequence of facilitating transportation of goods by oceangoing vessels into the heartland of North America. It also had an unintended consequence of enabling invasive species of fish and mussels to penetrate throughout the Great Lakes drainage basin.

The use of strip mines had the expected effect of increasing ore extraction at lower cost, but also had an unintended effect of producing toxic runoff in neighboring lakes and streams.

EXPECTATIONS FOR LEARNING

Citing examples, explain how a human modification of the physical environment in one place can produce intended and unintended change in another place.

Content Statement

- 4. Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as a heat source and using extra insulation to retain heat).**

CONTENT ELABORATION

Societies can use their physical environments provide to address societal wants (e.g., drilling for petroleum in available reserves) or to develop alternative strategies to overcome limitations presented by their physical environments (e.g., trading goods to obtain petroleum if petroleum reserves are unavailable).

Different societies use unique approaches when addressing the opportunities and constraints posed by their physical environments. For example, Iceland and China have sought to avoid burning coal for the production of power. While Iceland has turned to geothermal sources of power, China has invested in a series of dams, including the Three Gorges Dam.

EXPECTATIONS FOR LEARNING

Compare how different societies adapt to the opportunities or constraints presented by their physical environments when attempting to address a common task.

World Geography continued

TOPIC: ENVIRONMENT AND SOCIETY**Content Statement**

- 5. Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).**

CONTENT ELABORATION

Physical processes include internal forces (e.g., folding, faulting, earthquakes, tsunamis, volcanic activity) as well as external forces (e.g., mechanical weathering, chemical weathering, erosion, Earth's tilt and rotation).

Resources are substances drawn from the physical environment that are used to meet human wants (e.g., food, fuel, things of value).

Renewable resources can be replenished if not overused (e.g., trees, fruits).

Nonrenewable resources cannot be replaced once used (e.g., petroleum, coal).

Flow resources must be used as they occur or they are lost (e.g., wind, sunlight).

EXPECTATIONS FOR LEARNING

Explain how physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources.

Content Statement

- 6. There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense).**

CONTENT ELABORATION

Resource use can be examined in terms of the costs and benefits involved. For instance, clear-cutting of forests:

- is a less costly method of harvesting timber resources than selective cutting (expense);
- provides significant amounts of timber in a shorter amount of time than selective cutting (availability);
- requires immediate replanting to restore the forest (sustainability) and prevent excessive erosion (environmental impact); and
- moves the location of animal habitats in some instances (environmental impact).

Selective cutting of forests:

- is costlier than clear-cutting (expense);
- takes more time to produce equivalent amounts of timber as clear-cutting (availability);
- does not destroy whole forests (sustainability); and
- reduces the overall quality of the forest in some instances by removing only the best trees and leaving behind poorer-quality trees to serve as a seed source for forest regeneration (environmental impact).

EXPECTATIONS FOR LEARNING

Evaluate the relative costs and benefits of using a selected resource.

World Geography continued

TOPIC: ENVIRONMENT AND SOCIETY**Content Statement**

- 7. Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).**

CONTENT ELABORATION

Culture consists of the systemic beliefs, values, institutions and traditions that a society passes on to subsequent generations. Culture also includes attributes of a society, such as language, arts, literature, technologies and material goods. In short, it is a way of life of a society or group of people. Cultural characteristics are those features or traits that help distinguish one culture from another.

How societies interact with their physical environments is partly a result of their cultural characteristics and their technological resources.

For example, veneration of cattle by Hindus in India precludes the use of beef as a food source, whereas the lack of strictures on the consumption of beef by most religions in the United States results in cattle serving as a major food source.

The use of slash-and-burn techniques to clear fields is a long-standing practice in the Amazon River basin. It necessitates moving to new fields periodically due to the depletion of soil nutrients. The use of soil-conserving techniques (e.g., crop rotation) allows farmland in the American Midwest to be productive year after year.

Religious beliefs and farming techniques are cultural characteristics that help determine how humans interact with the environment. Hunting with bows and arrows or hunting with rifles reflects the influence of a society's technological resources on how humans interact with the environment.

EXPECTATIONS FOR LEARNING

Explain and provide examples of how cultural characteristics and technological resources influence human interaction with the environment.

TOPIC: MOVEMENT**Content Statement**

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

CONTENT ELABORATION

Human migration is the process of people moving from one place to another with the intention of settling in the new location for an extended period of time. Human migration can be characterized as emigration, movement relative to the point of departure, and immigration, movement relative to the destination.

A variety of factors lead to migrations of people. Pull factors are those things that attract people to a particular location (e.g., favorable climate, access to quality education system, low cost of living, civil liberties). Push factors are those things that drive people away from a location (e.g., drought, ethnic persecution, extreme poverty, war, crackdown on political dissent).

EXPECTATIONS FOR LEARNING

Explain how pull and push factors influence human migrations.

World Geography continued

TOPIC: MOVEMENT	
Content Statement	
9. Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).	
CONTENT ELABORATION	
As migrations occur, there are impacts on physical and human systems. For instance, migrations associated with suburbanization can result in reduced animal habitats where suburbs are built. They also can alter traffic patterns on roadways connecting the suburbs to places of work and central cities requiring new traffic engineering studies.	
EXPECTATIONS FOR LEARNING	
Analyze the impacts of migration on physical and human systems, using geographic representations of particular places at different points in time.	
Content Statement	
10. Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affecting stock markets in different countries).	
CONTENT ELABORATION	
Increasingly, people around the world function in more complex economic and communication networks that foster interdependence. These networks provide access to resources that are unevenly distributed around the world. The networks promote the use of goods, services and information by encouraging their exchange. For example, modern phone communications allow Germans who purchase American computer systems with components produced in Japan and receive service advice from technicians in India.	
Interruptions to economic and communication networks can result in disruptions to activities of people dependent upon the goods, services and information from other parts of the world.	
EXPECTATIONS FOR LEARNING	
Cite an example of a network global interdependence resulting from trade or communication involving at least three different countries.	
Explain how a disruption to that network in one country could affect the other two countries.	

World Geography continued

TOPIC: REGION	
Content Statement	
11. Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).	
CONTENT ELABORATION	<p>Regions are spatial concepts with boundaries and characteristics determined by the application of sets of specific criteria. These regions help observers organize the complexities of the Earth's surface based on physical and human characteristics.</p> <p>There are three basic types of regions:</p> <ul style="list-style-type: none"> • Formal – a region characterized by a common human property (e.g., shared language, shared political identity) or by a common physical property (e.g., climate, vegetation); • Functional – a region organized around a focal point and linked to surrounding areas via transportation systems, communication systems or economic functionalities (e.g., Antwerp, Belgium is a focal point for diamond trading, Tokyo, Japan is a focal point for stock trading); and • Perceptual – a region based upon people's shared identifications and attitudes about an area (e.g., the Bible Belt, New England). <p>The same area can be categorized as part of multiple regions and regional types depending on which set of criteria are applied. For example, Cleveland can be viewed as part of the Great Lakes Region (a formal region based upon drainage patterns), as a center for financial and health care sectors (a functional region based on economic activities) and as part of the Rust Belt (a perceptual region based on the decline of manufacturing industries related to iron and steel from Pennsylvania through the Midwest).</p>
EXPECTATIONS FOR LEARNING	Examine select regions to categorize the types of regions and determine the criteria used to determine each region.
Content Statement	
12. The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).	
CONTENT ELABORATION	<p>Regions change over time. One example of a changing formal region is the shrinking of the Amazon rainforest due to deforestation. An example of a changing perceptual region would be southern Florida, once primarily an agricultural region, shifting to a region known primarily as a retirement haven.</p> <p>As regions change, there are often consequences associated with those changes.</p> <p>An example is the recovery of vegetation in the Sahel of Africa, where increased areas for grazing animals have been restored. Herders have more opportunities to find forage for their animals.</p> <p>Another example is the construction of the Interstate Highway System in the United States. The resulting transportation linkages to surrounding areas enlarged the functional regions served by many cities</p>
EXPECTATIONS FOR LEARNING	Identify examples of regional change and explain the consequences related to those changes.

World Geography continued

TOPIC: REGION	
Content Statement	
13. There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).	
CONTENT ELABORATION	Physical and human interconnections enable regions to interact within themselves and with other regions. The Caribbean Sea provides scenic routes connecting tourist venues in the island region. Likewise, the Eurorail pass system provides rail passengers convenient access to a network of surface transportation among major European cities. The North American Free Trade Agreement (NAFTA) facilitates commerce and trade among members nation – Canada, Mexico, and the United States.
EXPECTATIONS FOR LEARNING	Determine what interconnections exist in a region and how they enable interactions within its own confines and with other regions.
Content Statement	
14. Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).	
CONTENT ELABORATION	Regions are useful in analyzing global issues. Regions can be the basis for comparative studies of particular geographic issues (e.g., social and economic issues relating to urbanization). In the 1980s and 1990s, the nation of Somalia was in a region experiencing severe drought. It was also a region suffering through a civil war. The study of these overlapping regions helps explain why widespread famine occurred. Tornado Alley in the central United States is a region characterized by the frequency of tornadic activity. Many storm chasers visit the region to study how storms develop and how people can protect themselves during severe weather events. As a result, many building codes are stricter in this region than in other parts of the United States.
EXPECTATIONS FOR LEARNING	Identify a region and analyze a geographic issue regarding that region.

World Geography continued

TOPIC: HUMAN SETTLEMENT**Content Statement**

15. Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).

CONTENT ELABORATION

Human settlements are not static. Their functions can change. For example, a western U.S. boomtown associated with mining in the late 1800s might be a center for tourism today.

Populations of settlements change, both in size and racial or ethnic makeup. Chicago's population grew from around 30,000 people in 1850 to approximately 299,000 people in 1870, as the city became a major transportation hub. African American and eastern European immigrants made up a larger part of Chicago's population after the late 1800s.

A spatial pattern is a perceptual structure, placement, or arrangement of objects on Earth, including the space in between those objects. Spatial patterns of settlements also can change. The layout of Cairo, Egypt has changed with the movement of the Nile River, the influence of different cultural groups and the addition of neighboring towns.

EXPECTATIONS FOR LEARNING

Trace a changing functional, size, or spatial pattern of a particular human settlement and explain the reasons for the changes.

Content Statement

16. Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves).

CONTENT ELABORATION

Urban areas represent one type of human settlement. Urbanization is a process in which the percentage of people living and working in city environments increases compared with the percentage of people in rural environments. Across the globe, cities have grown in their number and in terms of spatial expansion.

Cities have major impacts on the regions that surround them. They serve as employment generators, transportation hubs, government centers and cultural attractions. While they serve their surrounding regions, they also present regional challenges. Cities can encroach upon smaller surrounding communities and rural areas, tax the capacity of regional infrastructure, affect costs of living and alter transportation patterns.

Some developments related to urbanization represent both opportunities and challenges. Industrial development may be centered within an urban area. While the industries may generate more employment, they may also pose threats to the physical environment. Suburban development around central cities may provide improved housing and, at the same time, impinge upon historical sites.

EXPECTATIONS FOR LEARNING

Compare benefits resulting from urbanization with concurrent challenges faced by surrounding regions.

World Geography continued

TOPIC: GLOBALIZATION	
Content Statement 17. Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).	
CONTENT ELABORATION	<p>Current global interactions, facilitated by communication networks, technologies and means of transportation, have impacted culture, economics, and politics.</p> <p>The Internet has fostered a softening of cultural boundaries. This can be seen in the 21st century in the rise of social media and the 24-hour news cycle. Worldwide financial markets and agreements like NAFTA have spurred international investment and trade.</p> <p>In the political realm, globalization has facilitated international agreements on trade as well as other issues of common concern, such as combatting terrorism and the spread of infectious diseases.</p>
EXPECTATIONS FOR LEARNING	Describe the impact of globalization on cultural, economic, and political ideas and entities.
Content Statement 18. Globalization has cultural, economic, physical, and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive databases leads to insecurity).	
CONTENT ELABORATION	<p>Globalization has produced new dynamics in the relationships of people around the world.</p> <p>Improved communications networks have facilitated the spread of American pop culture. In some societies, this is viewed as a threat to indigenous cultures. While certain products and brands have developed a global market presence, the Internet has enabled smaller enterprises to penetrate global markets.</p> <p>Improvements in air transportation have increased physical mobility while integrated transportation systems are subject to massive breakdowns due to local physical disruptions (e.g., snowstorms, volcanic eruptions).</p> <p>The expansion of international trade has presented governments with issues of how to regulate the safety of goods crossing national borders. At the same time, governments have to deal with supranational organizations like the World Bank, which can impose rules and sanctions.</p>
EXPECTATIONS FOR LEARNING	Select and analyze cultural, economic, physical, and/or political consequences of globalization.

World Geography continued

TOPIC: GLOBALIZATION**Content Statement**

19. Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access).

CONTENT ELABORATION

Increasingly sophisticated transportation and communication systems have increased the scale and speed of global interactions. Time necessary for the distribution of goods, services and information has decreased dramatically. Businesses can schedule delivery of manufacturing components so that costly warehousing is no longer an issue. Computer-generated program trading can produce major swings in prices on stock markets. News and other information can be updated on an ongoing basis.

EXPECTATIONS FOR LEARNING

Describe with examples how global trade and communication systems have reduced the effect of time on the distribution of goods, services and information.