

K-12 Social Studies Benchmarks

By the end of the K-2 program:

History			People in Societies		
A. Use a calendar to determine the day, week, month and year.			A. Identify practices and products of diverse cultures.		
B. Place events in correct order on a time line.			B. Identify ways that different cultures within the United States and the world have shaped our national heritage.		
C. Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.					
D. Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.					

Notes:

K-12 Social Studies Benchmarks

By the end of the K-2 program:

Geography			Economics		
A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.			A. Explain how the scarcity of resources requires people to make choices to satisfy their wants.		
B. Identify physical and human features of places.			B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.		
C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.			C. Explain ways that people may obtain goods and services.		

Notes:

K-12 Social Studies Benchmarks

By the end of the K-2 program:

Government			Citizenship Rights and Responsibilities		
A. Identify elected leaders and authority figures in the home, school and community and explains reasons for having persons in authority.			A. Describe the results of cooperation in-group settings and demonstrate the necessary skills.		
B. Recognize and explain the importance of symbols and landmarks of the United States.			B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions.		
C. Explain the purpose of rules in different settings and the results of adherence to, or violations of, the rules.					

Notes:

K-12 Social Studies Benchmarks

By the end of the K-2 program:

Social Studies Skills and Methods		
A. Obtain information from oral, visual, print and electronic sources.		
B. Predict outcomes based on factual information.		
C. Communicate information orally, visually or in writing.		
D. Identify a problem and work in groups to solve it.		

Notes:

K-12 Social Studies Benchmarks

By the end of the 3-5 program:

History	Previous Years	2009
A. Construct time lines to demonstrate an understanding of units of the time and chronological order. http://ims.ode.state.oh.us/ode/ims/Search/LessonPlans/CSS_LP_S02_BA_L04_I01_01_SearchResults.asp	4	5
B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. http://omp.ohiolink.edu/OMP/NewDetails?oid=2482158	5	1
C. Explain how new developments led to the growth of the United States. http://edsitement.neh.gov/view_lesson_plan.asp?id=408	9	3

Notes:

K-12 Social Studies Benchmarks

By the end of the 3-5 program:

People in Societies	Previous Years	2009
A. Compare practices and products of the North American cultural groups. http://www.nationalgeographic.com/xpeditions/lessons/01/g35/presidents.html	4	0
B. Explain the reasons people from various cultural groups came to North America and the consequences of their interaction with each other. http://ims.ode.state.oh.us/ode/ims/Search/LessonPlans/CAD_LP_S02_BC_L05_I04_01_SearchResults.asp	5	3

K-12 Social Studies Benchmarks

By the end of the 3-5 program:

Geography	Previous Years	2009
A. Use a map elements or coordinates to locate physical and human features of North America. http://www.nationalgeographic.com/xpeditions/lessons/01/g35/presidents.html	6	2
B. Identify the physical and human characteristics of places and regions in North America. http://fermi.jhuapl.edu/states/oh_0.html	3	4
C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.	2	2
D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity. http://ims.ode.state.oh.us/ode/ims/Search/LessonPlans/CSS_LP_S03_BD_L03_I08_01_SearchResults.asp	1	0

Notes:

K-12 Social Studies Benchmarks

By the end of the 3-5 program:

Economics	Previous Years	2009
A. Explain the opportunity cost involved in the allocation of scarce productive resources. http://ims.ode.state.oh.us/ode/ims/Search/LessonPlans/CSS_LP_S04_BA_L04_I01_01_SearchResults.asp	2	2
B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor and important in the production of goods and services.	3	1
C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.	2	1

K-12 Social Studies Benchmarks

By the end of the 3-5 program:

Government	Previous Years	2009
A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.	2	1
B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy. http://omp.ohiolink.edu/OMP/NewDetails?oid=1496553	4	2

Notes:

K-12 Social Studies Benchmarks

By the end of the 3-5 program:

Citizens Rights and Responsibilities	Previous Years	2009
A. Explain how citizens take part in civic life in order to promote the common good. http://omp.ohiolink.edu/OMP/NewDetails?oid=595811	4	3
B. Identify rights and responsibilities of citizenships in the united states that are important for preserving democratic government. http://ims.ode.state.oh.us/ode/ims/Search/LessonPlans/CSS_LP_S06_BB_L05_I03_01_SearchResults.asp	3	2

K-12 Social Studies Benchmarks

By the end of the 3-5 program:

Social Studies Skills and Methods	Previous Years	2009
A. Obtain information from a variety of primary and secondary sources using the component parts of the source.	2	4
B. Use a variety of sources to organize information and draw inferences.	7	2
C. Communicate social studies information using graphs or tables.	5	2
D. Use problem-solving skills to make decisions individually and in groups.	2	0

Notes:

K-12 Social Studies Benchmarks

By the end of the 6-8 program:

History	Previous Years	2009
A. Interpret relationships between events shown on multiple-tier time lines.	1	1
B. Describe the political and social characteristics of early civilization and their enduring impact on later civilization. http://school.discovery.com/lessonplans/activities/cyberjournalists/	2	1
C. Describe the characteristics of feudal societies and the transition to the Renaissance and reformation in Europe. http://www.wga.hu/frames-e.html?/html/t/tiziano/index.html	2	1
D. Describe the effects of interactions among civilizations during the 14 th through the 18 th centuries. http://www.digitalhistory.uh.edu/historyonline/us2.cfm	4	1
E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives. http://edsitement.neh.gov/view_lesson_plan.asp?id=390	2	1
F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution. http://edsitement.neh.gov/view_lesson_plan.asp?id=402	3	2
G. Analyze the causes and consequences of the of the American Civil War. http://www.museumca.org/goldrush/curriculum/8g/81104017.html	4	2

K-12 Social Studies Benchmarks

By the end of the 6-8 program:

People in Societies	Previous Years	2009
A. Compare cultural practices, products and perspectives of past civilization in order to understand commonality and diversity of cultures. http://school.discovery.com/lessonplans/programs/islamhistory/	3	4
B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict. http://score.rims.k12.ca.us/activity/suffrage/pages/teacher.html	4	2
C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.	2	0

K-12 Social Studies Benchmarks

By the end of the 6-8 program:

Geography	Previous Years	2009
A. Identify on a map the location of major physical and human features of each continent. http://plasma.nationalgeographic.com/mapmachine/	2	1
B. Define and identify regions using human and physical characteristics. http://omp.ohiolink.edu/OMP/NewDetails?oid=3643547	2	2
C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment. http://www.digitalhistory.uh.edu/historyonline/us3.cfm	4	1
D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	3	2

Notes:

K-12 Social Studies Benchmarks

By the end of the 6-8 program:

Economics	Previous Years	2009
A. Explain how the endowment and development of productive resources affect economic decisions and global interactions. http://ims.ode.state.oh.us/ode/ims/Search/LessonPlans/CSS_LP_S04_BA_L07_I01_01_SearchResults.asp	4	0
B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. http://www.nationmaster.com/lps/lesson_plan_interdependence	2	0
C. Identify connections between government policies and the economy. http://www.ncee.net/ei/lessons/OldMac/lesson2/	2	3

K-12 Social Studies Benchmarks

By the end of the 6-8 program:

Government	Previous Years	2009
A. Explain why people institute governments, how they influence governments, and how governments interact with each other.	4	1
B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy. http://www.usconstitution.net/consttop_reli.html	3	2
C. Compare the defining characteristics of democracies, monarchies and dictatorships.	3	2

K-12 Social Studies Benchmarks

By the end of the 6-8 program:

Citizenship Rights and Responsibilities	Previous Years	2009
A. Show the relationships between civic participation and attainment of civic and public goals.	2	1
B. Identify historical origins that influences the rights U.S. citizens have today.	4	1

K-12 Social Studies Benchmarks

By the end of the 6-8 program:

Social Studies Skills and Methods	Previous Years	2009
A. Analyze different perspectives on a topic obtained from a variety sources.	2	2
B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions. http://www.historyworksohio.org/tutorials/detail.cfm?id=1	5	1
C. Present a position and support it with evidence and citation of sources. http://www.historyworksohio.org/tutorials/tutorials.cfm	5	3
D. Work effectively in a group.	2	1

Notes:

K-12 Social Studies Benchmarks

By the end of the 9-10 program:

History	Previous Years	2009
<p>A. Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments. http://www.historyguide.org/intellect/lecture11a.html</p>	5	2
<p>B. Explain the social, political and economic effects of industrialization. http://www.historyworksohio.org/classroom/plan.cfm?id=1 http://www.chesapeake.edu/asc/writing/CritiqueHandout.pdf</p>	7	2
<p>C. Analyze the reason that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled. http://regentsprep.org/regents/global/themes/imperialism/index.cfm http://www.michaelparenti.org/Imperialism101.html http://memory.loc.gov/learn/lessons/97/world/teacher.html</p>	4	2
<p>D. Connect developments related to World War I with the onset of World War II. http://www.pvhs.chico.k12.ca.us/~bsilva/projects/great_war/effects.htm</p>	4	1
<p>E. Analyze connections between World War II, the Cold War and cotemporary conflicts. http://www.cnn.com/SPECIALS/cold.war/experience/the.bomb/ http://www.historyworksohio.org/classroom/plan-moesc.cfm?id=9</p>	5	1
<p>F. Identify major historical patterns in the domestic affairs of the United States during the 20th centry and explain their significance. http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html http://www.historyworksohio.org/HWII/Classroom/plan-moesc.cfm?id=8</p>	5	2

Notes:

K-12 Social Studies Benchmarks

By the end of the 9-10 program:

People in Societies	Previous Years	2009
A. Analyze the influence of different cultural perspectives on the actions of groups. http://www.hartford-hwp.com/archives/45a/267.html http://www.historyworksohio.org/classroom/activity.cfm?id=35	7	1
B. Analyze the consequences of oppression, discrimination and conflict between cultures. http://www.ferris.edu/news/jimcrow/what.htm http://www.jimcrowhistory.org/history/resisting2.htm http://www.pbs.org/itvs/conscience/resistance/index.html	4	1
C. Analyze the ways that contracts between people of different cultures result in exchanges of cultural practices. http://score.rims.k12.ca.us/activity/immigration/	6	2

Notes:

K-12 Social Studies Benchmarks

By the end of the 9-10 program:

Geography	Previous Years	2009
<p>A. Analyze the cultural, physical and political characteristics that define regions and describe reasons that regions change over time. http://www.wilderness.net/index.cfm?fuse=NWPS&sec=timeline http://www.nationalgeographic.com/xpeditions/lessons/13/g912/wilderness.html http://www.eduplace.com/ss/act/territory.html http://www.nationalgeographic.com/xpeditions/lessons/04/g912/place.html</p>	6	1
<p>B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data. http://www.bbc.co.uk/history/british/victorians/speed_01.shtml http://www.odt.org/popexpl.htm</p>	3	1
<p>C. Analyze the patterns and process of movement of people, products and ideas. http://www.pstalker.com/migration/mg_why_1.htm http://www.nationalgeographic.com/xpeditions/lessons/09/g68/</p>	5	2

Notes:

K-12 Social Studies Benchmarks

By the end of the 9-10 program:

Economics	Previous Years	2009
<p>A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce them, and who will consume them.</p> <p>http://www.fte.org/teachers/lessons/prize/paper_airplane.htm http://www.ncee.net/resources/lessons/Economies_in_Transition_Sample_Lesson.pdf</p>	4	2
<p>B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.</p> <p>http://www.globalenvision.org/library/15/1211 http://usinfo.state.gov/journals/ites/0107/ijee/stokes.htm</p>	7	3

Notes:

K-12 Social Studies Benchmarks

By the end of the 9-10 program:

Government	Previous Years	2009
A. Analyze the evolution of Constitution through post-Reconstruction amendment and Supreme Court decision. http://www.archives.gov/education/lessons/bloomer/ http://hti.osu.edu/opper/display.cfm?id=16	4	2
B. Analyze the differences among various forms of government to determine how power is acquired and used. http://www.lkwdpl.org/schools/horacemann/dictators/	6	2

Notes:

K-12 Social Studies Benchmarks

By the end of the 9-10 program

Citizenships Rights and Responsibilities	Previous Years	2009
<p>A. Analyze ways people achieve governmental change, including political action, social protest and revolution. http://congress.indiana.edu/modules/civic_participation/base.htm http://chnm.gmu.edu/wwh/d/24/wwh.html</p>	6	1
<p>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good. http://newman.baruch.cuny.edu/digital/redscare/htmlcode/SUBJECTS/MMIG_1.HTM http://www.pbs.org/wnet/americanmasters/database/mccarthyism.html</p>	4	2

K-12 Social Studies Benchmarks

By the end of the 9-10 program:

Social Studies Skills and Methods	Previous Years	2009
A. Evaluate the reliability and credibility of sources. http://www.historyworksohio.org/classroom/plan.cfm?id=1	13	4
B. Use data and evidence to support or refute a thesis. http://projects.edtech.sandi.net/staffdev/tpss99/processguides/persuasive.html	11	4

K-12 Social Studies Benchmarks

By the end of the 11-12 program:

History			People in Societies		
A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.			A. Analyze how issues may be viewed differently by various cultural groups.		
B. Use historical interpretations to explain current issues.			B. Identify the causes of political, economic and social oppression and analyze ways individual's organization and countries respond to resulting conflicts.		
			C. Explain the role of diverse cultural institutions in shaping American society.		

K-12 Social Studies Benchmarks

By the end of the 11-12 program:

Geography			Economics		
A. Explain how the character and meaning of a place reflects a society's economics, politics, social values, ideology and culture			A. Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.		
B. Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.			B. Identify factors which inhibit or spur economic growth and cause expansions or recessions.		
C. Use appropriate data sources and geographic tools to analyze and evaluate public policies.			C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.		
			D. Analyze the role of fiscal and regulatory policies in a mixed economy.		
			E. Explain the use of a budget in making personal economic decisions and planning for the future.		

K-12 Social Studies Benchmarks

By the of the 11-12 program:

Government			Citizenship Rights and Responsibilities		
A. Evaluate take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.			A. Evaluate various means for citizens to take action on a particular issue.		
B. Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.			B. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.		
C. Analyze how citizens participate in the election process in the United States.					

K-12 Social Studies Benchmarks

By the end of the 11-12 program:

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