

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**High School Elective: Preparing for Citizenship & Decision Making**

<b>History</b>	<b>People in Societies</b>	<b>Geography</b>	<b>Economics</b>	<b>Government</b>	<b>Citizenship Rights &amp; Responsibilities</b>	<b>Study Skills and Methods</b>
cause and effect historical inevitability historical interpretation	culture multinational corporations perspectives theocracies	ideals natural resource values	circular flow model marginal cost/ marginal benefit multinational economic organizations productive resources public policies		alternative dispute resolution arbitration censorship debate intellectual property rights litigation mediation national sovereignty and international accords Ohio freedom of information statute persuasive speech plea-bargaining	

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level. The additional *Suggested Vocabulary* is numbered to the corresponding Indicator for that Standard. The **Suggested Vocabulary** will support the required bolded vocabulary.

**\*(MEPCV) Maintain and Enhance Previous Content Vocabulary**

Previous Content Vocabulary is now enhanced to the current grade appropriate Indicators. You may find it **helpful to obtain** a copy of the previous Content Vocabulary found in your district's social studies standards-based course of study (e.g., Economics: **productive resources** - would have been previously mastered, and it is now maintained or enhanced at 12<sup>th</sup> Grade.)

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**High School Elective: Preparing for Citizenship**

Stated Thinking Processes and Skills from the Indicators	“Explain” Impacts a Student’s Success	Universal Process for Historical or Daily Problem Solving Situations														
<p><b>compare:</b> to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p><b>Compare is involved in ALL of the following:</b></p> <p><b>analyze:</b> to investigate by breaking it down so as to more clearly understand the impact to the situation</p> <p><b>evaluate:</b> to weigh heavily on objective evidence; very factually based; must establish a set of criteria for the situation</p> <p><b>demonstrate:</b> to make clear by using examples or experiments; to show your reasoning</p> <p><b>describe:</b> to analyze into its parts but less detailed than explain</p> <p><b>determine:</b> to reach a decision after a thorough investigation; to find the cause of and then to solve or set limits to a situation</p> <p><b>identify:</b> to show or prove the sameness of</p> <p><b>Other Stated Verbs:</b></p> <table border="0"> <tr> <td><b>assess</b></td> <td><b>prepare</b></td> </tr> <tr> <td><b>challenge</b></td> <td><b>research</b></td> </tr> <tr> <td><b>construct</b></td> <td><b>respond</b></td> </tr> <tr> <td><b>develop</b></td> <td><b>select</b></td> </tr> <tr> <td><b>engage</b></td> <td><b>use</b></td> </tr> <tr> <td><b>obtain</b></td> <td></td> </tr> <tr> <td><b>practice</b></td> <td></td> </tr> </table>	<b>assess</b>	<b>prepare</b>	<b>challenge</b>	<b>research</b>	<b>construct</b>	<b>respond</b>	<b>develop</b>	<b>select</b>	<b>engage</b>	<b>use</b>	<b>obtain</b>		<b>practice</b>		<p>Explain is the <b>most frequently</b> stated verb in short and extended response questions.</p> <p><b>Explain means to:</b></p> <ul style="list-style-type: none"> <li>• make plain or clear; understandable</li> <li>• give reasons for.</li> </ul> <p><b>Explain <u>requires</u> the application of prior knowledge.</b></p> <ul style="list-style-type: none"> <li>• Students will need to communicate their responses with concise but complete information.</li> <li>• In order to do that, students must provide details and go beyond just a “telegram style response” that leaves the reader making too many inferences.</li> <li>• The written response must include sufficient quality information and proof.</li> </ul> <p>Explain requires <b>more details</b> than describe. Explain is at the <b>analysis level or above</b> for problem solving.</p> <p><b>Technique Suggestion:</b> Each time “explain” is given in a prompt, student must cross out the word and replace it with - Give Details. This raises the <u>first</u> awareness of what is required.</p> <p><b>Note:</b> The 12<sup>th</sup> Grade Standards include “explain” in <b>7 of the 40</b> Indicators.</p>	<p>Use a problem-solving/decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> <li>identifying a problem;</li> <li>gathering information;</li> <li>listing and considering options;</li> <li>considering advantages and disadvantages of options;</li> <li>choosing and implementing a solution;</li> <li>developing criteria for judging its effectiveness;</li> <li>evaluate the effectiveness of the solution.</li> </ol> <p><b>This universal model is the basis for all problem solving and decision making. It is the foundations for learning each of the <i>Thinking Processes and Content Skills</i> to be applied in all the disciplines.</b></p> <p><b>PROP A Universal for Evaluating Evidence</b></p> <p><b>P</b> = Is it a primary or secondary sources?</p> <p><b>R</b> = If the source is a person, does he or she have a reason to lie?</p> <p><b>O</b> = Are there other witnesses, statements, recordings, or evidence which report the same data, information or knowledge?</p> <p><b>P</b> = Is it a public or private statement?</p> <p><small>O'Reilly, Kevin. <u>Evaluating Viewpoints in United States History</u>. Critical Thinking Books and Software, 1990.</small></p>
<b>assess</b>	<b>prepare</b>															
<b>challenge</b>	<b>research</b>															
<b>construct</b>	<b>respond</b>															
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**High School Elective (Twelfth Grade) Scope & Sequence - Preparing for Citizenship and Decision Making**

The twelfth grade year serves as a capstone in which students apply the knowledge and skills that they have learned during previous grades. It focuses on current events and recent history while allowing students to choose topics of particular interest. Students demonstrate skills necessary for active, effective citizenship.

**High School Elective – History Standard**

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

<b>Ohio Benchmarks Grades 11-12</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>
<p>A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.</p> <p>B. Use historical interpretations to explain current issues.</p>	<p><u>Analysis and Interpretation</u></p> <p>1. Challenge arguments of <b>historical inevitability</b> by giving examples of how different choices could have led to different consequences such as, choices made during the Civil War, choices relating to immigration policy or choices made during the Cuban Missile Crisis.</p> <p><u>Analysis and Interpretation</u></p> <p>2. Analyze primary source material to see if a <b>historical interpretation</b> is supported.</p> <p>3. Analyze <b>cause-and-effect</b> relationships and multiple causation including the influence of ideas, the role of chance and individual and collective action.</p> <p align="center">- - - - -</p> <p align="center"><b>Universal - Enduring Idea</b></p> <p>There is an innate desire in humans to know and to be free. Apply this universal to every Indicator. The universal directly links to the daily use of the Problem Solving Model on page HS Cit/Dec – 12.</p>	<p>3. <b>cause &amp; effect:</b> the relationship between the cause = a reason or motive - the WHY effect = the results or outcomes - the WHAT HAPPENED</p> <p>Cause and Effect require the analysis and evaluation of both the intended and unintended consequences of a problem and its solutions.</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**High School Elective — People in Societies Standard**

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

<b>Ohio Benchmarks Grades 11-12</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>
<p>A. Analyze how issues may be viewed differently by various cultural groups.</p> <p>B. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.</p> <p>C. Explain the role of diverse cultural institutions in shaping American society.</p>	<p><u>Cultures</u></p> <ol style="list-style-type: none"> <li>1. Identify the perspectives of diverse cultural groups when analyzing current issues.</li> <li>2. Analyze proposed solutions to current issues from the <b>perspectives</b> of diverse cultural groups.</li> </ol> <p><u>Interaction</u></p> <ol style="list-style-type: none"> <li>3. Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity such as, English only/bilingual education, <b>theocracies</b>/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation.</li> <li>4. Evaluate the effectiveness of international governmental organizations such as, United Nations, European Union, World Court and Organization of American States, <b>multinational corporations</b>, and nongovernmental organizations such as, Amnesty International, Red Cross and World Council of Churches in the global arena.</li> </ol> <p><u>Diffusion</u></p> <ol style="list-style-type: none"> <li>5. Evaluate the role of institutions in guiding, transmitting, preserving and changing <b>culture</b>.</li> </ol>	<p>1. <b>perspective</b>: a specific point of view in understanding or judging things or events.</p> <p>3. <b>theocracy</b>: a system of government headed by one or more religious leaders who claim to rule by divine authority.</p> <p>4. <b>multinational corporations</b>: a large corporation that produces and sells its goods and services throughout the world.</p> <p>5. <b>culture</b>: learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines.</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**High School Elective — Geography Standard**

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

<b>Ohio Benchmarks Grades 11-12</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>
<p>A. Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.</p> <p>B. Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.</p> <p>C. Use appropriate data sources and geographic tools to analyze and evaluate public policies.</p>	<p><u>Places and Regions</u></p> <p>1. Explain how people create places that reflect culture, human needs, government policy, current <b>values</b> and <b>ideals</b> as they design and build specialized buildings, neighborhoods, shopping centers, urban centers and industrial parks.</p> <p><u>Human Environmental Interaction</u></p> <p>2. Describe the intended and unintended effects of human modifications to the physical environment and weigh the costs and benefits of alternative approaches to addressing environmental concerns such as, alternative sources of energy, mass transportation systems or farmland and wetland preservation.</p> <p>3. Analyze policies and programs for <b>natural resource</b> use and management considering possible trade-offs between environmental quality and economic growth.</p> <p><u>Application of Geography</u></p> <p>4. Use appropriate data sources and tools to gather, manipulate, interpret and communicate geographic information related to civic/global issues.</p>	<p>1. Explain = analyze / compare-contrast</p> <p>3. <b>natural resource</b>: a productive resource supplied by nature such as ores, trees, arable land.</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**High School Elective — Economics Standard**

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

Ohio Benchmarks Grades 11-12	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.</p> <p>B. Identify factors which inhibit or spur economic growth and cause expansions or recessions.</p>	<p><u>Scarcity and Resource Allocation</u></p> <ol style="list-style-type: none"> <li>1. Compare how values and beliefs influence economic decisions in different communities.</li> <li>2. Explain the impact of <b>marginal cost/marginal benefit</b> analysis on decision-making.</li> <li>3. Select a current issue; identify the costs and benefits of various choices to determine the impact of personal and social economic decisions on the allocation of <b>productive resources</b>.</li> </ol> <p><u>Production, Distribution and Consumption</u></p> <ol style="list-style-type: none"> <li>4. Use the <b>circular flow model</b> to explain the flow of money, goods, services and productive resources in the economy.</li> </ol>	<p>2. Explain = effect</p> <p>2. <b>marginal cost</b>: the change in total cost resulting from an action.</p> <p>2. <b>marginal benefit</b>: the change in total benefit resulting from an action.</p> <p>3. <b>productive resources</b>: the resources used to make goods and services (Must include: natural resources, human resources, capital goods).</p> <p>4. <b>circular flow model</b>: a diagram that shows the flow of economic activity among sectors of the economy.</p>

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**High School Elective — Economics Standard (continued)**

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

<b>Ohio Benchmarks Grades 11-12</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>
<p>C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.</p> <p>D. Analyze the role of fiscal and regulatory policies in a mixed economy.</p>	<p><u>Markets</u></p> <p>5. Identify reasons for and the impacts of <b>multinational economic organizations</b>:</p> <ul style="list-style-type: none"> <li>a. Organization of the Petroleum Exporting Countries (OPEC);</li> <li>b. European Monetary Union;</li> <li>c. North American Free Trade Agreement (NAFTA);</li> <li>d. World Trade Organization (WTO);</li> <li>e. World Bank.</li> </ul> <p><u>Government and the Economy</u></p> <p>6. Analyze economic policy decisions made by governments that have resulted intended in and unintended consequences.</p> <p>7. Identify <b>public policies</b> that may cost more than the benefits they generate, assess who enjoys the benefits, who bears the cost and explain why the policies exist.</p>	

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**High School Elective – Government Standard**

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

<b>Ohio Benchmarks Grades 11-12</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>
<p>A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.</p> <p>B. Explain how the United States Constitution has evolved including its philosophical foundations, amendments and court interpretations.</p> <p>C. Analyze how citizens participate in the election process in the United States.</p>	<p><u>Role of Government</u></p> <ol style="list-style-type: none"> <li>1. Identify and analyze an issue related to domestic or foreign policy in the United States such as, human rights, intervention in conflicts between other countries, or health care.</li> <li>2. Explain how individuals and groups, both governmental and non-governmental, influence domestic and foreign policy and evaluate how these actions reflect characteristics of American democracy.</li> </ol> <p><u>Rules and Laws</u></p> <ol style="list-style-type: none"> <li>3. Explain the key arguments made for and against the ratification of the Constitution and illustrate how those arguments influence contemporary political debate.</li> </ol> <p><u>Systems of Government</u></p> <ol style="list-style-type: none"> <li>4. Identify and analyze issues related to the election process in the United States such as election board policies, technology used in elections, media reporting of election results.</li> </ol>	<p>2. Explain = analyze / evaluate</p>



**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**High School Elective – Citizenship Rights and Responsibilities Standard**

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

Ohio Benchmarks Grades 11-12	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Evaluate various means for citizens to take action on a particular issue.</p>	<p><u>Participation</u></p> <ol style="list-style-type: none"> <li>1. Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic:                             <ol style="list-style-type: none"> <li>a. <b>persuasive speech</b>;</li> <li>b. panel discussion;</li> <li>c. <b>debate</b>.</li> </ol> </li> <li>2. Evaluate policies that have been proposed as ways of dealing with social changes resulting from new technologies such as <b>censorship</b> of the media, <b>intellectual property rights</b> or organ donation.</li> <li>3. Analyze relationships and tensions between <b>national sovereignty and international accords</b> and organizations such as, international agreements on environmental issues, trade agreements, arms agreements, European Union or NATO.</li> <li>4. Explain and demonstrate knowledge of federal and Ohio freedom of information and open meeting laws.</li> <li>5. Explain how to file a request for public information using either the appropriate federal or <b>Ohio freedom of information statute</b>.</li> <li>6. Prepare a plan of action that defines a community issue and suggest alternative solutions or courses of action based on appropriate criteria.</li> </ol>	<p>4-5. Explain = application</p>

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**High School Elective – Citizenship Rights and Responsibilities Standard (continued)**

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

<b>Ohio Benchmarks Grades 11-12</b>	<b>Grade-Level Indicators</b>	<b>Vocabulary/Strategies</b>
<p>A. Evaluate various means for citizens to take action on a particular issue. <b>(continued)</b></p> <p>B. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.</p>	<p><u>Participation - (continued)</u></p> <p>7. Analyze the causes, consequences and possible solutions to persistent, contemporary and emerging world problems such as, health, security, resource allocation, economic development or environmental quality.</p> <p>8. Analyze how democracy, the free flow of information, global economic interdependence or human rights movements can cause change within a country.</p> <p><u>Rights and Responsibilities</u></p> <p>9. Compare elements, proceedings and decisions related to the right to a fair trial in criminal and civil courts and describe alternatives to <b>litigation</b> for maintaining order and resolving conflicts within the United States legal system <u>including</u>:</p> <ul style="list-style-type: none"><li>a. <b>mediation</b>;</li><li>b. <b>arbitration</b>;</li><li>c. <b>alternative dispute resolution</b>;</li><li>d. <b>plea-bargaining</b>.</li></ul>	

**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**High School Elective – Social Studies Skills and Methods Standard**

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

<p><b>Ohio Benchmarks Grades 11-12</b></p> <p>A. Obtain and evaluate information from public records and other resources related to a public policy issue.</p> <p>B. Critique data and information to determine the adequacy of support for conclusions.</p>	<p><b>Universal: Applies to All Indicators</b>  <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content. For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p> <p><u>Obtaining Information</u></p> <ol style="list-style-type: none"> <li>1. Obtain and evaluate information from public records and other resources related to a public policy issue.</li> </ol> <p><u>Thinking and Organizing</u></p> <ol style="list-style-type: none"> <li>2. Construct an action plan for presenting a position to the appropriate decision-making body.</li> <li>3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.</li> </ol>	<p><b>Vocabulary/Strategies</b></p>
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**Norton City Schools Standards-Based Social Studies Course of Study 2005**

**High School Elective – Social Studies Skills and Methods Standard (continued)**

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

Ohio Benchmarks Grades 11-12	Grade-Level Indicators	Vocabulary/Strategies
<p>C. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.</p> <p>D. Work in groups to analyze an issue and make decisions.</p>	<p><u>Communicating Information</u></p> <p>4. Develop a research project and make formal presentations to the class and/or community members using:</p> <ul style="list-style-type: none"> <li>a. key terms;</li> <li>b. support for main ideas;</li> <li>c. examples;</li> <li>d. statistics and other evidence;</li> <li>e. visual aids;</li> <li>f. formal citation of sources.</li> </ul> <p>5. Respond to questions and feedback about presentations knowledgeably and civilly.</p> <p><u>Problem Solving</u></p> <p>6. Build consensus within a group by:</p> <ul style="list-style-type: none"> <li>a. finding points of agreement;</li> <li>b. identifying points individuals are willing to concede;</li> <li>c. making sure that all voices are heard;</li> <li>d. attempting to understand the view of others.</li> </ul> <p>7. Engage in group work on issues-analysis and decision-making:</p> <ul style="list-style-type: none"> <li>a. identify a problem or dilemma;</li> <li>b. analyze the interests, values and points of view;</li> <li>c. identify causes of the problem of dilemma;</li> <li>d. propose alternative solutions;</li> <li>e. formulate a position or course of action;</li> <li>f. evaluate the consequences of the action taken.</li> </ul>	<p><b>Vocabulary/Strategies</b></p> <p><b>Problem Solving Model for <u>Grades 5-12</u> Required</b></p> <p>Use a problem-solving / decision-making process which <u>includes</u>:</p> <ul style="list-style-type: none"> <li>a. identifying a problem</li> <li>b. gathering information</li> <li>c. listing and considering <b>options</b></li> <li>d. considering advantages and disadvantages of options</li> <li>e. choosing and <b>implementing</b> a solution</li> <li>f. developing criteria for judging its effectiveness</li> <li>g. evaluating the effectiveness of the solution.</li> </ul> <p><b>It is essential to apply this on a daily basis.</b></p>