

Eleventh Grade

Medina County Schools'

Course of Study

For

Social Studies

June, 2009

STANDARD 1: HISTORY

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

Ohio Benchmarks Grade 11	Instructional Organization	Grade Level Indicators	Notes
A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.	SS.1.A.11.1a <i>Analysis and Interpretation</i>	1. Evaluate the limitations and the opportunities that result from decisions made in the past including: <ol style="list-style-type: none"> a. Electoral College; b. Direct election of senators; c. Income tax; d. Length of terms of elected and appointed officials. 	Vocabulary
	SS.1.A.11.1b SS.1.A.11.1c SS.1.A.11.1d SS.1.A.11.2		Assessments
B. Use historical interpretations to explain current issues.	See Grade 12 Page 228	No indicators present for this benchmark.	Resources/Remediation/ Enrichment

STANDARD 2: PEOPLE IN SOCIETIES

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

Ohio Benchmarks Grade 11	Instructional Organization	Grade Level Indicators	Notes
A. Analyze how issues may be viewed differently by various cultural groups.	SS.2.A.11.1a <i>Cultures</i> SS.2.A.11.1b SS.2.A.11.1c SS.2.A.11.1d	1. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups: <ol style="list-style-type: none"> a. Indian policies; b. Immigration laws; c. Segregation policies; d. Selective service laws. 	Vocabulary
B. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.	SS.2.B.11.2 <i>Interaction</i> SS.2.B.11.3a SS.2.B.11.3b SS.2.B.11.3c SS.2.B.11.3d	2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination. 3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the U.S. society and economy including: <ol style="list-style-type: none"> a. Naturalization; b. Voting rights; c. Racial integration; d. Affirmative action. 	Assessments
			Resources/Remediation/ Enrichment

STANDARD 2: PEOPLE IN SOCIETIES (Cont.)

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.

Ohio Benchmarks Grade 11	Instructional Organization	Grade Level Indicators	Notes
C. Explain the role of diverse cultural institutions in shaping American society.	SS.2.C.11.4 <i>Diffusion</i>	4. Explain how the United States has been affected politically, economically and socially by its multicultural diversity (e.g., work force, new ideas and perspectives, and modifications to culture).	Vocabulary Assessments Resources/Remediation/ Enrichment

STANDARD 3: GEOGRAPHY

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

Ohio Benchmarks Grade 11	Instructional Organization	Grade Level Indicators	Notes
A. Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.	SS.3.A.11.1 <i>Places and Regions</i>	1. Explain how government decisions reflect a society's values about land use (e.g., zoning, park development or toxic waste disposal).	Vocabulary
B. Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.	SS.3.B.11.2 <i>Human Environmental Interaction</i>	2. Analyze and evaluate the consequences of a governmental policy that affects the physical characteristics of a place or region.	
C. Use appropriate data sources and geographic tools to analyze and evaluate public policies.	SS.3.C.11.3 <i>Application of Geography</i>	3. Compare and evaluate alternative public policies for the use of land and natural resources at all levels of government.	Assessments
	SS.3.C.11.4a	4. Identify and analyze the changing political geography at the local, state, national and international levels including:	
	SS.3.C.11.4b	a. Annexation;	
	SS.3.C.11.4c	b. Zoning;	
SS.3.C.11.4d	c. Congressional reapportionment;		
		d. Changes in international boundaries.	Resources/Remediation/ Enrichment

STANDARD 4: ECONOMICS

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

Ohio Benchmarks Grade 11	Instructional Organization	Grade Level Indicators	Notes
A. Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.	SS.4.A.11.1 <i>Scarcity and Resource Allocation</i>	1. Explain the effects of shortages, surpluses and government-enforced controls on prices.	Vocabulary
	SS.4.A.11.2	2. Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers and investors.	
	SS.4.A.11.3	3. Explain the impact of inflation on economic behavior.	
B. Identify factors which inhibit or spur economic growth and cause expansions or recessions.	SS.4.B.11.4a <i>Production, Distribution and Consumption</i>	4. Describe the functions of the components that make up an economic system and describe the relationships among them including:	Assessments
	SS.4.B.11.4b	a. Business;	
	SS.4.B.11.4c	b. Productive resources;	
	SS.4.B.11.4d	c. Financial institutions;	
	SS.4.B.11.4e	d. Government;	
	SS.4.B.11.5	5. Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market.	Resources/Remediation/ Enrichment

STANDARD 4: ECONOMICS (Cont.)

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 Grade 11	Instructional Organization	Grade Level Indicators	Notes
B. Identify factors which inhibit or spur economic growth and cause expansions or recessions.	SS.4.B.11.6a SS.4.B.11.6b SS.4.B.11.6c	6. Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the: a. Consumer Price Index; b. Unemployment rate; c. Gross Domestic Product (GDP).	Vocabulary
C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.	SS.4.C.11.7 <i>Markets</i> SS.4.C.11.8 SS.4.C.11.9	7. Explain how countries use their comparative advantage to produce goods and services for trade with other countries. 8. Explain the effects of specialization, interdependence and trade on the United States and other countries. 9. Explain how changes in exchange rates affect consumers and producers.	Assessments
D. Analyze the role of fiscal and regulatory policies in a mixed economy.	SS.4.D.11.10a <i>Government and the Economy</i> SS.4.D.11.10b SS.4.D.11.10c	10. Analyze issues related to the use of different types of taxes to fund public goods and services including: a. Proportional tax; b. Progressive tax; c. Regressive tax.	Resources/Remediation/ Enrichment

STANDARD 4: ECONOMICS (Cont.)

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 Grade 11	Instructional Organization	Grade Level Indicators	Notes
E. Explain the use of a budget in making personal economic decisions and planning for the future.	SS.4.E.11.11 <i>Personal Finance</i>	11. Explain why incomes will differ in the labor market depending on supply and demand for skills, abilities and education levels.	Vocabulary
	SS.4.E.11.12	12. Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.	
	SS.4.E.11.13a	13. Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources including:	Assessments
	SS.4.E.11.13b	a. Budgets;	
	SS.4.E.11.13c	b. Savings;	
	SS.4.E.11.13d	c. Investments;	
	SS.4.E.11.13e	d. Credit;	
SS.4.E.11.14	e. Philanthropy.	Resources/Remediation/ Enrichment	
	14. Describe how interest rates affect savers and borrowers.		

STANDARD 5: GOVERNMENT

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.

Ohio Benchmarks Grade 11	Instructional Organization	Grade Level Indicators	Notes
A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.	SS.5.A.11.1 <i>Role of Government</i>	1. Analyze the actions of the U.S. government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good.	Vocabulary
	SS.5.A.11.2	2. Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.	
	SS.5.A.11.3	3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights.	Assessments
	SS.5.A.11.4	4. Describe the changing relationship among the levels of government in the U.S. federal system, and evaluate applications of the principle of federalism for serving the public good and protecting individual rights.	
	SS.5.A.11.5	5. Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of the government.	Resources/Remediation/ Enrichment
	SS.5.A.11.6	6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution.	

STANDARD 5: GOVERNMENT (Cont.)

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.

Ohio Benchmarks Grade 11	Instructional Organization	Grade Level Indicators	Notes
B. Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.	SS.5.B.11.7 <i>Rules and Laws</i>	7. Explain the philosophical foundations of the American political system as outlined in the Declaration of Independence, the U.S. Constitution and the Federalist Papers with emphasis on the basic principles of natural rights.	Vocabulary
	SS.5.B.11.8a	8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on:	Assessments
	SS.5.B.11.8b SS.5.B.11.8c SS.5.B.11.8d SS.5.B.11.9	a. Concurrent powers; b. Reserved powers; c. Implied powers; d. Expressed powers.	Resources/Remediation/ Enrichment
SS.5.B.11.10	9. Explain how interpretations of the basic principles found in the U.S. Constitution have changed over time. 10. Explain the importance of the privilege of habeas corpus and the constitutional prohibitions against bills of attainder and ex post facto laws.		

STANDARD 5: GOVERNMENT (Cont.)

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.

Ohio Benchmarks Grade 11	Instructional Organization	Grade Level Indicators	Notes
C. Analyze how citizens participate in the election process in the United States.	SS.5.C.11.11 <i>Systems of Government</i>	11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process.	Vocabulary
	SS.5.C.11.12a	12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on:	
	SS.5.C.11.12b	a. Appointments;	Assessments
	SS.5.C.11.12c	b. Primary and general elections;	
	SS.5.C.11.12d	c. The Electoral College;	
SS.5.C.11.12e	d. Recall;		
SS.5.C.11.13	e. Impeachment.		
		13. Explain the use of the initiative and referendum in the government of Ohio.	Resources/Remediation/ Enrichment

STANDARD 6: CITIZENSHIP RIGHTS AND RESPONSIBILITIES

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

Ohio Benchmarks Grade 11	Instructional Organization	Grade Level Indicators	Notes
A. Evaluate various means for citizens to take action on a particular issue.	SS.6.A.11.1 <i>Participation</i>	1. Analyze historical and contemporary examples of citizen movements to bring about political change (e.g., Mothers Against Drunk Driving [MADD], NOW, Common Cause, NAACP and Eagle Forum).	Vocabulary
	SS.6.A.11.2	2. Choose an effective method of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances.	
	SS.6.A.11.3a	3. Explain how an individual participates in primary and general elections including:	Assessments
	SS.6.A.11.3b	a. Registering to vote; b. Identifying the major duties, responsibilities and qualifications required for a particular position;	
	SS.6.A.11.3c	c. Becoming informed about candidates and issues;	
	SS.6.A.11.3d	d. Declaring or changing party affiliation;	
SS.6.A.11.3e	e. Obtaining, marking and depositing a ballot.	Resources/Remediation/ Enrichment	

**STANDARD 6: CITIZENSHIP RIGHTS AND
RESPONSIBILITIES (Cont.)**

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 Grade 11	Instructional Organization	Grade Level Indicators	Notes
B. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.	SS.6.B.11.4 <i>Rights and Responsibilities</i>	4. Compare the rights of citizens and resident aliens.	Vocabulary
	SS.6.B.11.5a	5. Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through:	
	SS.6.B.11.5b SS.6.B.11.5c	a. Legislation; b. The role of the judiciary in upholding rights; c. The role of citizens exercising their rights.	Assessments
			Resources/Remediation/ Enrichment

STANDARD 6: CITIZENSHIP RIGHTS AND RESPONSIBILITIES (Cont.)

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 Grade 11	Instructional Organization	Grade Level Indicators	Notes
<p>B. Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.</p>	SS.6.B.11.6a	6. Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy including:	Vocabulary
	SS.6.B.11.6b	a. Behaving in a civil manner;	Assessments
	SS.6.B.11.6c	b. Being fiscally responsible;	
SS.6.B.11.6d	c. Accepting responsibility for the consequences of one’s actions;	Resources/Remediation/ Enrichment	
SS.6.B.11.6e	d. Practicing civil discourse;		
SS.6.B.11.6f	e. Becoming informed on public issues;		
SS.6.B.11.6g	f. Voting;		
SS.6.B.11.6h	g. Taking action on public issues;		
SS.6.B.11.6i	h. Providing public service;		
	i. Serving on juries.		

STANDARD 7: SOCIAL STUDIES SKILLS AND METHODS

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 Grade 11	Instructional Organization	Grade Level Indicators	Notes
A. Obtain and evaluate information from public records and other resources related to a public policy issue.	SS.7.A.11.1 <i>Obtaining Information</i>	1. Identify a current public policy issue and arguments relative to the issue.	Vocabulary
	SS.7.A.11.2	2. Determine criteria by which arguments will be judged.	
	SS.7.A.11.3	3. Identify advocacy groups and obtain public policy information they produce.	
	SS.7.A.11.4	4. Adjust a research question or topic based on information obtained while conducting research.	
B. Critique data and information to determine the adequacy of support for conclusions.	SS.7.B.11.5 <i>Thinking and Organizing</i>	5. Choose a position on an issue and develop a rationale for that position.	Assessments
	SS.7.B.11.6a	6. Critique the conclusions drawn from survey and research data by questioning:	
	SS.7.B.11.6b	a. Sample size;	Resources/Remediation/ Enrichment
	SS.7.B.11.6c	b. Demographics;	
	SS.7.B.11.6d	c. The sponsoring organization;	
	d. Logic of the conclusions reached.		

STANDARD 7: SOCIAL STUDIES SKILLS AND METHODS (Cont.)

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 Grade 11	Instructional Organization	Grade Level Indicators	Notes
C. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.	SS.7.C.11.7 <i>Communicating Information</i>	7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).	Vocabulary
D. Work in groups to analyze an issue and make decisions.	SS.7.D.11.8 <i>Problem Solving</i>	8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences.	Assessments
			Resources/Remediation/ Enrichment