

Introduction

The draft Social Studies Academic Content Standards Revision contains syllabi for five high school social studies courses: American History, World History, American Government, Economics/Financial Literacy and Contemporary World. Each contains a course theme and broad topics which are further clarified with content statements. Grade levels are not specified for any of the courses.

The social studies standards directly address the 21st century skills of civic literacy, financial and economic literacy and global awareness. Links to other 21st century skills, such as problem solving, communication, media literacy and leadership, will be more fully developed in the model curriculum (due to be completed by March 2011).

The final version of the syllabi adopted by the State Board of Education in 2010 will be available for districts to use as they plan course offerings. Three units of social studies credit are required for graduation from high school, including a half unit of credit in American History and a half unit of credit in American Government. No decision has been made yet about connecting specific courses to end-of-course exams. The inclusion of particular courses in the standards is not meant to require that all of these courses be offered or limit the choice of courses which districts may offer in their social studies programs.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Proposed American History Course Syllabus

Theme: This course examines the history of the United States of America from 1877 to the modern age. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

Topic: *Industrialization and Progressivism (1877-1920)*

Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.

Content Statements:

1. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
2. 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.
3. Migration and urbanization transformed American life.
4. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
5. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.

Topic: *Foreign Affairs from Imperialism to Post-World War I (1898-1939)*

The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.

Content Statements:

6. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
7. After WWI, 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.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Topic: *Prosperity, Depression and the New Deal (1919-1941)*

The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.

Content Statements:

8. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
9. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
10. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.
11. 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.

Topic: *From Isolation to World War (1930-1945)*

The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.

Content Statements:

12. 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 WWII.
13. The United States mobilization of its economic and military resources during World War II brought significant changes to American society.
14. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Topic: *The Cold War (1945-1991)*

The United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the USSR so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

Content Statements:

15. The United States followed a policy of containment during the Cold War in response to the Soviet and Chinese expansionist policies.
16. The Second Red Scare and McCarthyism reflected Cold War fears in American society.
17. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
18. The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War.

Topic: *Social Transformations in the United States (1945-1994)*

A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.

Content Statements:

19. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil liberties.
20. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.
21. The continuing population flow from cities to suburbs and the internal migrations from the “Rustbelt” to the “Sunbelt” have had social and political effects.
22. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

Topic: *United States and the Post-Cold War World (1991 to Present)*

The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, environmental challenges, political terrorism and the proliferation of nuclear weapons.

Content Statements:

23. International trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
24. The United States faces new challenges in the post-Cold War world and following the attacks on September 11, 2001.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Proposed American Government Course Syllabus

Theme: How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.

Topic: *Civic Involvement*

Students can engage societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.

Content Statements:

1. Opportunities for civic engagement with the structures of government are made possible through political and public policy processes. Civic engagement provides opportunities to apply information literacy, problem-solving skills and communication skills in seeking resolutions for societal problems.

Topic: *Basic Principles of the U.S. Constitution*

Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.

Content Statements:

2. As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.
3. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation, public attitudes and informal practices.

Topic: *Structure and Functions of the Federal Government*

Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.

Content Statements:

4. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.
5. The political process creates a dynamic interaction among the three branches of government in addressing current issues.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Topic: *Role of the People*

The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.

Content Statements:

6. In the United States, people have rights which protect them from undue governmental interference. These rights carry responsibilities which help define the use of their rights and require them to respect the rights of others.
7. 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.

Topic: *Ohio's State and Local Governments*

The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.

Content Statements:

8. As a framework for the state, the Ohio Constitution compliments the federal structure of government in the United States.
9. Ohio's citizens have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.

Topic: *Public Policy*

Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.

Content Statements:

10. A variety of agents within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.
11. Citizens play a role within federal, state and local governments in helping to determine public policy.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Proposed World History Course Syllabus

Theme: This course examines world events from 1750 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

Topic: *Age of Revolutions (1750-1914)*

The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.

Content Statements:

1. Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.
2. Industrialization had social, political and economic effects on Western Europe and the world.

Topic: *Imperialism (1800-1914)*

The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.

Content Statements:

3. Imperial expansion had political, economic and social roots.
4. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.
5. The consequences of imperialism were viewed differently by the colonizers and the colonized.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Topic: *Achievements and Crises (1900-1945)*

The first half of the 20th century was one of rapid technological advances. It was a period when the tensions between industrialized nations resulted in World War I and set the stage for World War II. The Second World War was the most destructive and costly war in terms of human casualties and material resources expended, and it transformed the balance of world power.

Content Statements:

6. Advances in technology, communication and transportation improved lives, but also had negative consequences.
7. The causes of World War I included militarism, imperialism, nationalism and alliances.
8. The consequences of World War I and the worldwide depression set the stage for the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.
9. Oppression and discrimination resulted in genocide toward Armenians and Jews.
10. World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.

Topic: *The Cold War (1945-1991)*

Conflicting political and economic ideologies after World War II resulted in the Cold War. The Cold War overlapped with the era of decolonization and national liberation.

Content Statements:

11. The United States and the Soviet Union became superpowers and competed for global influence.
12. Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.
13. Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.
14. Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Topic: *Globalization (1991-Present)*

The global balance of power shifted with the end of the Cold War. Wars, territorial disputes, ethnic and cultural conflicts, acts of terrorism, advances in technology, expansion of human rights, and changes in the global economy present new challenges.

Content Statements:

15. 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.
16. Regional and ethnic conflicts in the Post-Cold War era have resulted in acts of terrorism and genocide.
17. Political and cultural groups have struggled to achieve self-governance and self-determination.
18. Emerging economic powers and improvements in technology have created a more interdependent global economy.
19. Proliferation of nuclear weapons poses a challenge to world peace.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Proposed Economics and Financial Literacy Course Syllabus

Theme: This course explores the fundamentals that guide individuals and nations as they make choices about how to use limited resources to satisfy their wants. More specifically, it examines the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

Topic: *Fundamentals of Economics*

Productive resources are limited and allocated in a variety of different ways. An efficient way to allocate productive resources is through markets.

Content Statements:

1. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.
2. Different methods can be used to allocate limited resources.
3. Markets exist when buyers and sellers interact. Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

Topic: *Government and the Economy*

The health of a nation's economy is influenced by fiscal and monetary policies.

Content Statements:

4. 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.
5. Tax revenue and expenditure decisions made by governments result in both intended and unintended consequences.
6. The Federal Reserve uses monetary tools to promote economic stability and growth.

Topic: *Global Economy*

Global issues and events influence economic activities.

Content Statements:

7. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.
8. Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Topic: *Working and Earning*

Employment provides a means of creating personal income.

Content Statements:

9. Income is determined by many factors including individual skills and abilities, work ethic and market conditions.
10. Employee earning statements include information about gross wages, benefits, and taxes and other liabilities.

Topic: *Financial Responsibility and Money Management*

Responsible personal finance decisions are based upon reliable information and used to reach personal goals.

Content Statements:

11. Financial decision-making involves considering alternatives and consequences.
12. A personal financial plan includes financial goals, a budget, saving and investment strategies, an insurance plan and philanthropy.
13. Different payment methods have advantages and disadvantages.

Topic: *Saving and Investing*

Saving and investing strategies help individuals achieve personal financial goals.

Content Statements:

14. Saving and investing help to build wealth.
15. Savings can serve as a buffer against economic hardship.
16. Different costs and benefits are associated with saving and investing alternatives.
17. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.

Topic: *Credit and Debt*

Credit and debt can be used to achieve personal financial goals.

Content Statements:

18. There are costs and benefits associated with various sources of credit available from different types of financial institutions.
19. Credit and debt can be managed to maintain credit worthiness.
20. Consumer protection laws provide financial safeguards.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Topic: *Risk Management*

There are various strategies to help protect personal assets and wealth.

Content Statements:

21. Property and liability insurance protect against risks associated with use of property.
22. Health, disability and life insurance protect against risks associated with loss of income.
23. Steps can be taken to safeguard one's personal identity and reduce the risk of loss.

DRAFT

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Proposed Contemporary World Course Syllabus

Theme: The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.

Topic: *Global Connections*

The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.

Content Statements:

1. Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.
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.

Topic: *Citizen Action*

Citizens have the capacity to act individually or engage with others to impact global issues.

Content Statements:

3. Citizens can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.
4. Effective citizens are able to identify a problem or dilemma, propose appropriate solutions, formulate an action plan, and assess the positive and negative results of the action taken.

Topic: *Civil and Human Rights*

There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.

Content Statements:

5. Beliefs about civil and human rights vary among social and governmental systems.
6. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Topic: *Sustainability*

An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.

Content Statements:

7. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.
8. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.
9. International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.

Topic: *Technology*

Technological advances present issues related to costs, distribution of benefits, ethical considerations, and deliberate and unintended consequences.

Content Statements:

10. The development and use of technology influences economic, political, ethical and social issues.
11. Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in desirable and undesirable consequences.

Topic: *International Security*

The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.

Content Statements:

12. 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.
13. Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.
14. 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.

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.

Topic: *The Global Economy*

The global economy is an international marketplace fueled by competition, trade and integration.

Content Statements:

15. The global economy creates advantages and disadvantages for different segments of the world's population.
16. Trade agreements and multinational organizations impact markets and create opportunities to resolve economic issues.
17. The distribution of wealth and economic power among countries changes over time.
18. The global economy creates interdependence so that economic circumstances in one country impact events in other countries.

DRAFT

The model curriculum, which will accompany the revised standards, will provide instructional support including content clarifications, instructional strategies, learning expectations and resources.