

## **12<sup>th</sup> Grade– Social Studies**

### **CONTENT: History**

<b>Skills Based on Academic Content Standards</b>
Challenge arguments of historical inevitability by giving examples of how different choices could have led to different consequences (e.g., choices made during the Civil War, choices relating to immigration policy, or choices made during the Cuban Missile Crisis).
Analyze primary source material to see if a historical interpretation is supported.
Analyze cause-and-effect relationships and multiple causation including the influence of ideas, the role of chance and individual and collective action.

### **CONTENT: People in Societies**

<b>Skills Based on Academic Content Standards</b>
Identify the perspectives of diverse cultural groups when analyzing current issues.
Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.
Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity (e.g., English only/bilingual education, theocracies/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation).
Evaluate the effectiveness of international governmental organizations (e.g., United Nations, European Union, World Court and Organization of American States), multinational corporations, and nongovernmental organizations (e.g., Amnesty International, Red Cross and World Council of Churches) in the global arena.
Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.

### **CONTENT: Geography**

<b>Skills Based on Academic Content Standards</b>
Explain how people create places that reflect culture, human needs, government policy, current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers and industrial parks.
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 (e.g., alternative sources of energy, mass transportation systems, or farmland and wetland preservation).
Analyze policies and programs for natural resource use and management considering possible trade-offs between environmental quality and economic growth.
Use appropriate data sources and tools to gather, manipulate, interpret and communicate geographic information related to civic/global issues.

## **CONTENT: Economics**

<b>Skills Based on Academic Content Standards</b>
Compare how values and beliefs influence economic decisions in different communities.
Explain the impact of marginal cost/marginal benefit analysis on decision-making.
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 productive resources.
Use the circular flow model to explain the flow of money, goods, services and productive resources in the economy.
Identify reasons for and the impacts of multinational economic organizations: <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>
Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences.
Identify public policies that may cost more than the benefits they generate, assess who enjoys the benefits, who bears the cost and explain why the policies exist.



## **CONTENT: Government**

<b>Skills Based on Academic Content Standards</b>
Identify and analyze an issue related to domestic or foreign policy in the United States (e.g., human rights, intervention in conflicts between other countries, or health care).
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.
Explain the key arguments made for and against the ratification of the Constitution and illustrate how those arguments influence contemporary political debate.
Identify and analyze issues related to the election process in the United States (e.g., election board policies, technology used in elections, media reporting of election results).

## **CONTENT: Citizenship Rights and Responsibilities**

<b>Skills Based on Academic Content Standards</b>
Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic:  a. Persuasive speech; b. Panel discussion; c. Debate.
Evaluate policies that have been proposed as ways of dealing with social changes resulting from new technologies (e.g., censorship of the media, intellectual property rights, or organ donation).
Analyze relationships and tensions between national sovereignty and international accords and organizations (e.g., international agreements on environmental issues, trade agreements, arms agreements, European Union or NATO).
Explain and demonstrate knowledge of federal and Ohio freedom of information and open meeting laws.
Explain how to file a request for public information using either the appropriate federal or Ohio freedom of information statute.
Prepare a plan of action that defines a community issue and suggest alternative solutions or courses of action based on appropriate criteria.
Analyze the causes, consequences and possible solutions to persistent, contemporary and emerging world problems (e.g., health, security, resource allocation, economic development or environmental quality).
Analyze how democracy, the free flow of information, global economic interdependence, or human rights movements can cause change within a country.
Compare elements, proceedings and decisions related to the right to a fair trial in criminal and civil courts and describe alternatives to litigation for maintaining order and resolving conflicts within the U.S. legal

system including:

- a. Mediation;
- b. Arbitration;
- c. Alternative dispute resolution;
- d. Plea-bargaining.

## **CONTENT: Social Studies Skills and Methods**

### **Skills Based on Academic Content Standards**

Obtain and evaluate information from public records and other resources related to a public policy issue.

Construct an action plan for presenting a position to the appropriate decision-making body.

Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.

Develop a research project and make formal presentations to the class and/or community members using:

- a. Key terms;
- b. Support for main ideas;
- c. Examples;
- d. Statistics and other evidence;
- e. Visual aids;
- f. Formal citation of sources.

Respond to questions and feedback about presentations knowledgeably and civilly.

Build consensus within a group by:

- a. Finding points of agreement;
- b. Identifying points individuals are willing to concede;
- c. Making sure that all voices are heard;
- d. Attempting to understand the view of others.

Engage in group work on issues-analysis and decision-making:

- a. Identify a problem or dilemma;
- b. Analyze the interests, values and points of view;
- c. Identify causes of the problem or dilemma;
- d. Propose alternative solutions;
- e. Formulate a position or course of action;
- f. Evaluate the consequences of the action taken.