

**Portsmouth City School District  
Lesson Plan Checklist**

**Twelfth Grade Social Studies Academic Content Standards**

<b>Standard 1</b>	<b>Standard 2</b>	<b>Standard 3</b>
<b><i>History</i></b>	<b><i>People in Societies</i></b>	<b><i>Geography</i></b>
<b>Benchmarks</b>	<b>Benchmarks</b>	<b>Benchmarks</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>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>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>
<b>Grade Level Indicators</b>	<b>Grade Level Indicators</b>	<b>Grade Level Indicators</b>
<p>1. 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).</p> <p>2. Analyze primary source material to see if a historical interpretation is supported.</p> <p>3. Analyze cause-and-effect relationships and multiple causation, including the influence of ideas, and the role of chance and individual and collective action.</p>	<p>1. Identify the perspectives of diverse cultural groups when analyzing current issues.</p> <p>2. Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.</p> <p>3. 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).</p> <p>4. 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.</p> <p>5. Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.</p>	<p>1. 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.</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 (e.g., alternative sources of energy, mass transportation systems or farmland and wetland preservation).</p> <p>3. Analyze policies and programs for resource use and management considering possible trade-off between environmental quality and economic growth.</p> <p>4. Use appropriate data sources and tools to gather, manipulate, interpret and communicate geographic information related to civic/global issues.</p>

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Standard 4	Standard 5	Standard 6	Standard 7
<i>Economics</i>	<i>Government</i>	<i>Citizenship Rights and Responsibilities</i>	<i>Social Studies Skills and Methods</i>
Benchmarks	Benchmarks	Benchmarks	Benchmarks
<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>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 on a mixed economy.</p> <p>E. Explain the use of budget in making personal economic decisions and planning for the future.</p>	<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 U.S. 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>A. Evaluate various means for citizens to take action on a particular issue.</p> <p>B. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.</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>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>
Grade Level Indicators	Grade Level Indicators	Grade Level Indicators	Grade Level Indicators
<p>1. Compare how values and beliefs influence economic decisions in different communities.</p> <p>2. Explain the impact of marginal cost/marginal benefit analysis on decision-making.</p> <p>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 resources.</p> <p>4. Use the circular flow model to explain reasons for the flow of money, goods, services and productive resources in the economy.</p> <p>5. Identify reasons for the impacts of multinational economic organizations:</p> <ol 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> </ol> <p>6. Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences.</p>	<p>1. 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).</p> <p>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.</p> <p>3. Explain the key arguments made for and against the ratification of the Constitution and illustrate how those arguments influence contemporary political debate.</p> <p>4. 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).</p>	<p>1. Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic:</p> <ol style="list-style-type: none"> <li>a. Persuasive speech;</li> <li>b. Panel discussion;</li> <li>c. Debate.</li> </ol> <p>2. 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).</p> <p>3. 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).</p> <p>4. Explain and demonstrate knowledge of Ohio and federal freedom of information and open meeting laws.</p> <p>5. Explain how to file a request for public information using either the appropriate Ohio or federal freedom of information statute.</p> <p>6. Prepare a plan of action that defines a community issue and suggest alternative solutions or</p>	<p>1. Obtain and evaluate information from public records and other resources related to a public policy issue.</p> <p>2. Construct an action plan for presenting a position to the appropriate decision-making body.</p> <p>3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.</p> <p>4. Develop a research project and make formal presentations to the class and/or community members using:</p> <ol 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> </ol> <p>5. Respond to questions and feedback about presentations knowledgeably and civilly.</p> <p>6. Build consensus within a group including:</p> <ol 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</li> </ol>

<p style="text-align: center;"><b><u>Standard 4</u></b> <b><u>Economics</u></b> <b><u>Indicators (continued)</u></b></p> <p>7. 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.</p>		<p>courses of actions based on appropriate criteria.</p> <p style="text-align: center;"><b><u>Standard 6</u></b> <b><u>Citizenship Rights and Responsibilities</u></b> <b><u>Indicators (continued)</u></b></p> <p>7. 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).</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>9. 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:</p> <ol style="list-style-type: none"> <li>a. <u>Mediation;</u></li> <li>b. <u>Arbitration;</u></li> <li>c. <u>Alternative dispute resolution;</u></li> <li>d. <u>Plea-bargaining.</u></li> </ol>	<p>are heard;</p> <p>d. <u>Attempting to understand the view of others;</u></p> <p style="text-align: center;"><b><u>Standard 7</u></b> <b><u>Social Studies Skills And Methods</u></b> <b><u>Indicators (continued)</u></b></p> <p>7. Engage in group work on issues-analysis and decision-making:</p> <ol style="list-style-type: none"> <li>a. <u>Identify a problem or dilemma;</u></li> <li>b. <u>Analyze the interests, values and points of view;</u></li> <li>c. <u>Identify causes of the problem or dilemma;</u></li> <li>d. <u>Propose alternative solutions;</u></li> <li>e. <u>Formulate a position or course of action;</u></li> <li>f. <u>Evaluate the consequences of the action taken.</u></li> </ol>
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