

## Comparison of the High School 2002 and 2010 Standards

### Introduction

This document summarizes the relationship between the 2002 and 2010 academic content standards in social studies. It lists all of the high school topics and content statements and their corresponding benchmarks from the 2002 standards. This information is provided to assist curriculum specialists and teachers in reviewing their current curriculum and instruction in preparation for the transition to revised standards.

While there are clear connections between both sets of standards, there also are clear differences. The structure and organization of the standards has been revised, including new terminology. It is important to keep in mind that this document identifies connections between content statements (2010) and benchmarks (2002), but these are not equivalent expressions and do not represent absolute alignment.

### How to Use This Document

The title of the high school course can be found in the header on each page. In the table, the first three columns identify a topic, content statement number and content statement from the 2010 standards. The fourth column identifies a corresponding benchmark from 2002 whose content is *generally* aligned with the given content statement.

The last column provides notes regarding new content. Statements noted as “*New content*” represent content that was not taught in the 2002 standards. In some cases, only a portion of the content might be new and will be noted with the phrase, “*Some new content*.” This indicates that *some* of the content in the 2010 content statement is new, while a significant portion of the content is aligned to the 2002 benchmark identified in the preceding column.

Because benchmarks (2002) are not equivalent to content statements (2010), the alignment between the two is not perfect and should not be used to re-purpose curriculum and instructional materials for teaching of the 2010 standards (*see FAQ #2 below for more information*). Curricular planning should not be done with the crosswalk document alone; educators also should plan to use the model curricula available in the spring of 2011. The model curricula will include content elaborations and expectations for learning that further clarify the parameters of the content and expected cognitive levels.

### Abbreviations

The following abbreviations were used in preparing this document:

HIST	History	PS	People in Societies
GEO	Geography	CRR	Citizenship Rights and Responsibilities
GOV	Government	SSSM	Social Studies Skills and Methods
ECON	Economics		

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**Frequently Asked Questions**

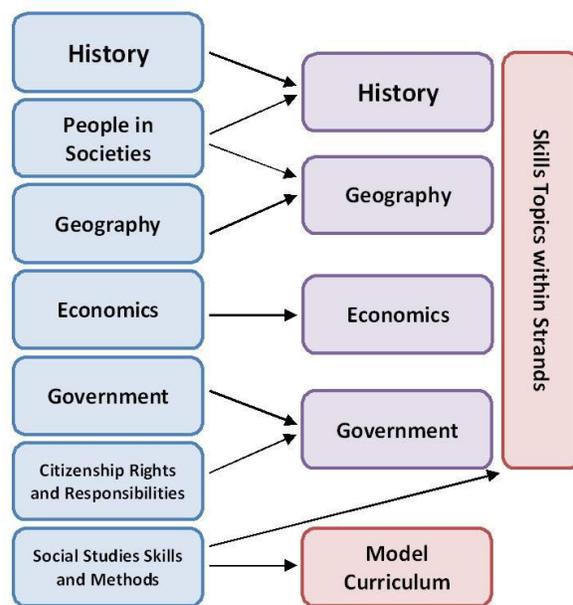
**1. How are the 2010 academic content standards organized?**

The revised standards are organized using the following components: Strands, Themes, Topics and Content Statements.

- **Strands:** the four disciplines within the social studies
- **Themes:** the focus for a particular grade level or the descriptive narrative of a high school course syllabus
- **Topics:** the different aspects of content within a strand, including skills topics
- **Content Statements:** the essential knowledge to be learned at each grade level or within each course

One of the goals of the standards revision project was to streamline the standards, which was partially achieved through collapsing the seven standards into four strands. The first column in the diagram indicates the 2002 standard structure. The second column indicates the 2010 structure with four strands and integrated skills topics.

To narrow down content to four strands, the essential content from the People in Societies standard has been incorporated in both the History and Geography strands. Essential elements from the Government and Citizenship Rights and Responsibilities standards have been combined into one strand.



**2. How does the language of the 2010 academic content standards compare to the 2002 academic content standards? Is a topic equivalent to a benchmark? Are content statements equivalent to grade-level indicators?**

While there are some parallels between elements of the 2002 and 2010 standards – grade-level themes exist in both versions and standards are analogous to strands – content statements and topics are new to the revised standards.

- Content statements are not equivalent to grade-level indicators. Content statements are focused on the essential knowledge to be learned and do not indicate cognitive levels as grade-level indicators had. Cognitive levels will be suggested within the expectations for learning component of the model curricula.
- Topics are not equivalent to benchmarks. Topics represent areas of learning within a strand and may span multiple grade levels. Topics are not equivalent to benchmarks because they are not associated with just one grade band and do not indicate a cognitive level.

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## Comparison of the High School 2002 and 2010 Standards

### 3. How are the 2010 standards for high school different from the 2002 standards?

The 2010 high school course syllabi are distinctly different from the 2002 standards for grades 9-12. Previously, content in grades 9-12 was organized in grade bands, with grade-level indicators for each grade. The 2010 standards include course syllabi which are not grade specific. The syllabi are organized around course themes and topics. Topics then are broken down into content statements. Content statements at the high school level are not directly associated with strands (as they are in grades PK-8), but may instead represent learning from more than one of the social studies disciplines.

### 4. Does instruction have to be based on the high school course syllabi?

The syllabi adopted by the State Board of Education in 2010 are available for districts to use as they plan course offerings, but are not required or mandated by the Ohio Department of Education (ODE). Districts and schools have local control over curricular decisions. Section 3301.079 (B) of the Ohio Revised Code stipulates that “All school districts, community schools, and STEM schools may utilize the state standards and the model curriculum established by the state board, together with other relevant resources, examples, or models to ensure that students have the opportunity to attain the academic standards.”

**More FAQs are available on ODE’s website at [education.ohio.gov](http://education.ohio.gov), keyword search: *social studies standards*.**

**2010 Social Studies Crosswalk with 2002 Standards  
American History**

<b>Topic</b>	<b>CS #</b>	<b>Content Statement</b>	<b>2002 Benchmark(s)</b>	<b>Notes</b>
Historical Thinking and Skills	1	Historical events provide opportunities to examine alternative courses of action.		<i>New content</i>
	2	The use of primary and secondary sources of information includes an examination of the credibility of each source.	<b>Grades 9-10, SSSM A:</b> Evaluate the reliability and credibility of sources.	<i>Some new content</i>
	3	Historians develop theses and use evidence to support or refute positions.	<b>Grades 9-10, SSSM B:</b> Use data and evidence to support or refute a thesis.	<i>Some new content</i>
	4	Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.		<i>New content</i>
Industrialization and Progressivism (1877-1920)	5	The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.	<b>Grades 9-10, HIST B:</b> Explain the social, political and economic effects of industrialization.	<i>Some new content</i>
	6	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.	<b>Grades 9-10, HIST B:</b> Explain the social, political and economic effects of industrialization.	<i>Some new content</i>
	7	Immigration, internal migration and urbanization transformed American life.	<b>Grades 9-10, HIST B:</b> Explain the social, political and economic effects of industrialization.	<i>Some new content</i>
			<b>Grades 9-10, PS C:</b> Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.	
	8	Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.	<b>Grades 9-10, PS B:</b> Analyze the consequences of oppression, discrimination and conflict between cultures.	<i>Some new content</i>
9	The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.	<b>Grades 9-10, HIST B:</b> Explain the social, political and economic effects of industrialization.	<i>Some new content</i>	
Foreign Affairs from Imperialism to Post-World War I (1898-1930)	10	As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.	<b>Grades 9-10, HIST C:</b> Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.	<i>Some new content</i>
			<b>Grades 9-10, HIST D:</b> Connect developments related to World War I with the onset of World War II.	
	11	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.	<b>Grades 9-10, HIST D:</b> Connect developments related to World War I with the onset of World War II.	<i>Some new content</i>

**2010 Social Studies Crosswalk with 2002 Standards  
American History**

<b>Topic</b>	<b>CS #</b>	<b>Content Statement</b>	<b>2002 Benchmark(s)</b>	<b>Notes</b>
Prosperity, Depression and the New Deal (1919-1941)	12	Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.	<b>Grades 9-10, HIST F:</b> Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.	<i>Some new content</i>
	13	An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.		<i>New content</i>
	14	Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.	<b>Grades 9-10, HIST F:</b> Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.	<i>Some new content</i>
			<b>Grades 9-10, PS A:</b> Analyze the influence of different cultural perspectives on the actions of groups.	
	15	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.	<b>Grades 9-10, HIST F:</b> Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.	<i>Some new content</i>
<b>Grades 9-10, ECON B:</b> Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.				
From Isolation to World War (1930-1945)	16	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.	<b>Grades 9-10, HIST D:</b> Connect developments related to World War I with the onset of World War II.	<i>Some new content</i>
	17	The United States mobilization of its economic and military resources during World War II brought significant changes to American society.	<b>Grades 9-10, HIST F:</b> Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.	<i>Some new content</i>
	18	Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.	<b>Grades 9-10, HIST E:</b> Analyze connections between World War II, the Cold War and contemporary conflicts.	<i>Some new content</i>
The Cold War (1945-1991)	19	The United States followed a policy of containment during the Cold War in response to the Soviet and Chinese expansionist policies.	<b>Grades 9-10, HIST E:</b> Analyze connections between World War II, the Cold War and contemporary conflicts.	<i>Some new content</i>
	20	The Second Red Scare and McCarthyism reflected Cold War fears in American society.	<b>Grades 9-10, HIST F:</b> Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.	<i>Some new content</i>
	21	The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.	<b>Grades 9-10, HIST E:</b> Analyze connections between World War II, the Cold War and contemporary conflicts.	<i>Some new content</i>

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<b>Topic</b>	<b>CS #</b>	<b>Content Statement</b>	<b>2002 Benchmark(s)</b>	<b>Notes</b>
	22	The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.	<b>Grades 9-10, HIST E:</b> Analyze connections between World War II, the Cold War and contemporary conflicts.	<i>Some new content</i>
Social Transformations in the United States (1945-1994)	23	Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.	<b>Grades 9-10, HIST F:</b> Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.	<i>Some new content</i>
			<b>Grades 9-10, PS A:</b> Analyze the influence of different cultural perspectives on the actions of groups.	
	24	The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.	<b>Grades 9-10, HIST F:</b> Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.	<i>Some new content</i>
	25	The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.	<b>Grades 9-10, GEO C:</b> Analyze the patterns and processes of movement of people, products and ideas.	<i>Some new content</i>
	26	Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.		<i>New content</i>
United States and the Post-Cold War World (1991 to Present)	27	Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.		<i>New content</i>
	28	The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.		<i>New content</i>

**2010 Social Studies Crosswalk with 2002 Standards  
American Government**

<b>Topic</b>	<b>CS #</b>	<b>Content Statement</b>	<b>2002 Benchmark(s)</b>	<b>Notes</b>
Civic Involvement	1	Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.	<b>Grades 9-10, CRR A:</b> Analyze ways people achieve governmental change, including political action, social protest and revolution.	<i>Some new content</i>
			<b>Grades 11-12, CRR A:</b> Evaluate various means for citizens to take action on a particular issue.	
	2	Political parties, interest groups and the media provide opportunities for civic involvement through various means.	<b>Grades 11-12, CRR A:</b> Evaluate various means for citizens to take action on a particular issue.	<i>Some new content</i>
Civic Participation and Skills	3	Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.	<b>Grades 11-12, SSSM A:</b> Obtain and evaluate information from public records and other resources related to a public policy issue.	<i>Some new content</i>
			<b>Grades 11-12, SSSM B:</b> Critique data and information to determine the adequacy of support for conclusions.	
	4	The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.	<b>Grades 11-12, SSSM D:</b> Work in groups to analyze an issue and make decisions.	<i>Some new content</i>
Basic Principles of the U.S. Constitution	5	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.		<i>New content</i>
	6	Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.	<b>Grades 9-10, GOV A:</b> Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.	<i>Some new content</i>
<b>Grades 11-12, GOV B:</b> Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.				
Structure and Functions of the Federal Government	7	Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.		<i>New content</i>
	8	The political process creates a dynamic interaction among the three branches of government in addressing current issues.		<i>New content</i>

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American Government**

<b>Topic</b>	<b>CS #</b>	<b>Content Statement</b>	<b>2002 Benchmark(s)</b>	<b>Notes</b>
Role of the People	9	In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.	<b>Grades 9-10, CRR B:</b> Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.	<i>Some new content</i>
	10	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.	<b>Grades 9-10, GOV A:</b> Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.	<i>Some new content</i>
Ohio's State and Local Governments	11	As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.		<i>New content</i>
	12	Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.	<b>Grades 11-12, CRR A:</b> Evaluate various means for citizens to take action on a particular issue.	<i>Some new content</i>
Public Policy	13	A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.		<i>New content</i>
	14	Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.	<b>Grades 9-10, CRR A:</b> Analyze ways people achieve governmental change, including political action, social protest and revolution. <b>Grades 11-12, CRR A:</b> Evaluate various means for citizens to take action on a particular issue.	<i>Some new content</i>
Government and the Economy	15	The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.	<b>Grades 9-10, ECON B:</b> Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.	<i>Some new content</i>
			<b>Grades 11-12, ECON D:</b> Analyze the role of fiscal and regulatory policies in a mixed economy.	
	16	The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.	<b>Grades 9-10, ECON B:</b> Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.	<i>Some new content</i>
			<b>Grades 11-12, ECON D:</b> Analyze the role of fiscal and regulatory policies in a mixed economy.	

**2010 Social Studies Crosswalk with 2002 Standards  
Modern World History**

<b>Topic</b>	<b>CS #</b>	<b>Content Statement</b>	<b>2002 Benchmark(s)</b>	<b>Notes</b>
Historical Thinking and Skills	1	Historical events provide opportunities to examine alternative courses of action.		<i>New Content</i>
	2	The use of primary and secondary sources of information includes an examination of the credibility of each source.	<b>Grades 9-10, SSSM A:</b> Evaluate the reliability and credibility of sources.	<i>Some new content</i>
	3	Historians develop theses and use evidence to support or refute positions.	<b>Grades 9-10, SSSM B:</b> Use data and evidence to support or refute a thesis.	<i>Some new content</i>
	4	Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.		<i>New content</i>
Age of Enlightenment (1600-1800)	5	The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.		<i>New Content</i>
	6	Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.		<i>New Content</i>
	7	Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.	<b>Grades 9-10, HIST A:</b> Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.	<i>Some new content</i>
Age of Revolutions (1750-1914)	8	Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.	<b>Grades 9-10, HIST A:</b> Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.	<i>Some new content</i>
	9	Industrialization had social, political and economic effects on Western Europe and the world.	<b>Grades 9-10, HIST B:</b> Explain the social, political and economic effects of industrialization.	<i>Some new content</i>
Imperialism (1800-1914)	10	Imperial expansion had political, economic and social roots.	<b>Grades 9-10, HIST C:</b> Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.	<i>Some new content</i>
	11	Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.	<b>Grades 9-10, HIST C:</b> Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.	<i>Some new content</i>
	12	The consequences of imperialism were viewed differently by the colonizers and the colonized.	<b>Grades 9-10, HIST C:</b> Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled. <b>Grades 9-10, PS B:</b> Analyze the consequences of oppression, discrimination and conflict between cultures.	<i>Some new content</i>

**2010 Social Studies Crosswalk with 2002 Standards  
Modern World History**

<b>Topic</b>	<b>CS #</b>	<b>Content Statement</b>	<b>2002 Benchmark(s)</b>	<b>Notes</b>
Achievements and Crises (1900-1945)	13	Advances in technology, communication and transportation improved lives, but also had negative consequences.	<b>Grades 9-10, PS C:</b> Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices. <b>Grades 9-10, GEO B:</b> Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.	<i>Some new content</i>
	14	The causes of World War I included militarism, imperialism, nationalism and alliances.	<b>Grades 9-10, HIST D:</b> Connect developments related to World War I with the onset of World War II.	<i>Some new content</i>
	15	The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.	<b>Grades 9-10, HIST D:</b> Connect developments related to World War I with the onset of World War II.	<i>Some new content</i>
	16	Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust, the state-sponsored mass murder of Jews and other groups, during World War II.	<b>Grades 9-10, HIST E:</b> Analyze connections between World War II, the Cold War and contemporary conflicts. <b>Grades 9-10, PS B:</b> Analyze the consequences of oppression, discrimination and conflict between cultures.	<i>Some new content</i>
	17	World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.	<b>Grades 9-10, HIST E:</b> Analyze connections between World War II, the Cold War and contemporary conflicts.	<i>Some new content</i>
The Cold War (1945-1991)	18	The United States and the Soviet Union became superpowers and competed for global influence.	<b>Grades 9-10, HIST E:</b> Analyze connections between World War II, the Cold War and contemporary conflicts.	<i>Some new content</i>
	19	Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.		<i>New Content</i>
	20	Religious diversity, the end of colonial rule, and rising nationalism have led to regional conflicts in the Middle East.	<b>Grades 9-10, HIST E:</b> Analyze connections between World War II, the Cold War and contemporary conflicts.	<i>Some new content</i>
			<b>Grades 9-10, PS A:</b> Analyze the influence of different cultural perspectives on the actions of groups.	<i>Some new content</i>
	21	Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.	<b>Grades 9-10, HIST E:</b> Analyze connections between World War II, the Cold War and contemporary conflicts. <b>Grades 9-10, PS A:</b> Analyze the influence of different cultural perspectives on the actions of groups.	<i>Some new content</i>
22	Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.	<b>Grades 9-10, PS A:</b> Analyze the influence of different cultural perspectives on the actions of groups.	<i>Some new Content</i>	

**2010 Social Studies Crosswalk with 2002 Standards  
Modern World History**

Topic	CS #	Content Statement	2002 Benchmark(s)	Notes
Globalization (1991-Present)	23	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.	<b>Grades 9-10, HIST E:</b> Analyze connections between World War II, the Cold War and contemporary conflicts.	<i>Some new content</i>
	24	Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.	<b>Grades 9-10, HIST E:</b> Analyze connections between World War II, the Cold War and contemporary conflicts.	<i>Some new content</i>
			<b>Grades 9-10, PS B:</b> Analyze the consequences of oppressions, discrimination and conflict between cultures.	
	25	Political and cultural groups have struggled to achieve self-governance and self-determination.	<b>Grades 9-10, HIST E:</b> Analyze connections between World War II, the Cold War and contemporary conflicts.	<i>Some new content</i>
	26	Emerging economic powers and improvements in technology have created a more interdependent global economy.		<i>New Content</i>
	27	Proliferation of nuclear weapons has created a challenge to world peace.		<i>New Content</i>
	28	The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.	<b>Grades 9-10, PS C:</b> Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.	<i>Some new content</i>
<b>Grades 9-10, GEO B:</b> Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.				
29	Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.		<i>New content</i>	

**2010 Social Studies Crosswalk with 2002 Standards  
Economics and Financial Literacy**

Topic	CS #	Content Statement	2002 Benchmark(s)	Notes
Economic Decision Making and Skills	1	Economists analyze multiple sources of data to predict trends, make inferences, and arrive at conclusions.		<i>New content</i>
	2	Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.		<i>New content</i>
Fundamentals of Economics	3	People cannot have all the goods and services they want and, as a result, must choose some things and give up others.	<b>Grades 11-12, ECON A:</b> Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.	<i>Some new content</i>
	4	Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.	<b>Grades 9-10, ECON A:</b> Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them.	<i>Some new content</i>
	5	Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.	<b>Grades 11-12, ECON A:</b> Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.	<i>Some new content</i>
	6	Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.		<i>New content</i>
Government and the Economy	7	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. Economic well-being can be assessed by analyzing economic indicators gathered by the government.		<i>New content</i>
	8	Economic policy decisions made by governments result in both intended and unintended consequences.	<b>Grades 11-12, ECON D:</b> Analyze the role of fiscal and regulatory policies in a mixed economy.	

**2010 Social Studies Crosswalk with 2002 Standards  
Economics and Financial Literacy**

<b>Topic</b>	<b>CS #</b>	<b>Content Statement</b>	<b>2002 Benchmark(s)</b>	<b>Notes</b>
Global Economy	9	When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.	<b>Grades 11-12, ECON C:</b> Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.	<i>Some new content</i>
	10	Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.	<b>Grades 9-10, ECON B:</b> Identify factors which inhibit or spur economic growth and cause expansions or recessions.  <b>Grades 11-12, ECON C:</b> Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.	<i>Some new content</i>
Working and Earning	11	Income is determined by many factors including individual skills and abilities, work ethic and market conditions.	<b>Grades 11-12, ECON E:</b> Explain the use of a budget in making personal economic decisions and planning for the future.	<i>Some new content</i>
	12	Employee earning statements include information about gross wages, benefits, taxes and other deductions.		<i>New content</i>
Financial Responsibility and Money Management	13	Financial decision-making involves considering alternatives by examining costs and benefits.		<i>New content</i>
	14	A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.	<b>Grades 11-12, ECON E:</b> Explain the use of a budget in making personal economic decisions and planning for the future.	<i>Some new content</i>
	15	Different payment methods have advantages and disadvantages.		<i>New content</i>
Saving and Investing	16	Saving and investing help to build wealth.	<b>Grades 11-12, ECON E:</b> Explain the use of a budget in making personal economic decisions and planning for the future.	<i>Some new content</i>
	17	Savings can serve as a buffer against economic hardship.	<b>Grades 11-12, ECON E:</b> Explain the use of a budget in making personal economic decisions and planning for the future.	<i>Some new content</i>
	18	Different costs and benefits are associated with saving and investing alternatives.	<b>Grades 11-12, ECON E:</b> Explain the use of a budget in making personal economic decisions and planning for the future.	<i>Some new content</i>
	19	Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.		<i>New content</i>

**2010 Social Studies Crosswalk with 2002 Standards  
Economics and Financial Literacy**

<b>Topic</b>	<b>CS #</b>	<b>Content Statement</b>	<b>2002 Benchmark(s)</b>	<b>Notes</b>
Credit and Debt	20	There are costs and benefits associated with various sources of credit available from different types of financial institutions.	<b>Grades 11-12, ECON E:</b> Explain the use of a budget in making personal economic decisions and planning for the future.	<i>Some new content</i>
	21	Credit and debt can be managed to maintain credit worthiness.		<i>New content</i>
	22	Consumer protection laws provide financial safeguards.		<i>New content</i>
Risk Management	23	Property and liability insurance protect against risks associated with use of property.		<i>New content</i>
	24	Health, disability and life insurance protect against risks associated with increased expenses and loss of income.		<i>New content</i>
	25	Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.		<i>New content</i>

**2010 Social Studies Crosswalk with 2002 Standards  
Contemporary World Issues**

Topic	CS #	Content Statement	2002 Benchmark(s)	Notes
Global Connections	1	Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.		<i>New content</i>
	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.		<i>New content</i>
Civic Participation and Skills	3	Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.		<i>New content</i>
	4	Individuals can assess how effective communicators address diverse audiences.		<i>New content</i>
	5	Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.	<b>Grades 11-12, CRR A:</b> Evaluate various means for citizens to take action on a particular issue.	<i>Some new content</i>
	6	Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.	<b>Grades 11-12, CRR A:</b> Evaluate various means for citizens to take action on a particular issue.	<i>Some new content</i>
	7	Individuals can participate through non-governmental organizations to help address humanitarian needs.	<b>Grades 11-12, CRR A:</b> Evaluate various means for citizens to take action on a particular issue.	<i>Some new content</i>
Civil and Human Rights	8	Beliefs about civil and human rights vary among social and governmental systems.	<b>Grades 11-12, PS A:</b> Analyze how issues may be viewed differently by various cultural groups.	<i>Some new content</i>
	9	Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.	<b>Grades 11-12, PS A:</b> Analyze how issues may be viewed differently by various cultural groups.	<i>Some new content</i>
			<b>Grades 11-12, PS B:</b> Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.	
10	Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.	<b>Grades 9-10, PS B:</b> Analyze the consequences of oppression, discrimination and conflict between cultures. <b>Grades 11-12, PS B:</b> Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.	<i>Some new content</i>	

**2010 Social Studies Crosswalk with 2002 Standards  
Contemporary World Issues**

<b>Topic</b>	<b>CS #</b>	<b>Content Statement</b>	<b>2002 Benchmark(s)</b>	<b>Notes</b>
Sustainability	11	Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.	<b>Grades 11-12, GEO B:</b> Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.	<i>Some new content</i>
	12	Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.	<b>Grades 11-12, PS A:</b> Analyze how issues may be viewed differently by various cultural groups.	<i>Some new content</i>
			<b>Grades 11-12, GEO A:</b> Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.	
13	International associations and non-governmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.	<b>Grades 11-12, CRR A:</b> Evaluate various means for citizens to take action on a particular issue.	<i>Some new content</i>	
Technology	14	The development and use of technology influences economic, political, ethical and social issues.		<i>New content</i>
	15	Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.		<i>New content</i>
National Security and International Diplomacy	16	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.	<b>Grades 9-10, CRR B:</b> Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.	<i>Some new content</i>
	17	Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.	<b>Grades 11-12, PS A:</b> Analyze how issues may be viewed differently by various cultural groups.	<i>Some new content</i>
			<b>Grades 11-12, PS B:</b> Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.	
18	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.		<i>New content</i>	

**2010 Social Studies Crosswalk with 2002 Standards  
Contemporary World Issues**

<b>Topic</b>	<b>CS #</b>	<b>Content Statement</b>	<b>2002 Benchmark(s)</b>	<b>Notes</b>
The Global Economy	19	The global economy creates advantages and disadvantages for different segments of the world's population.	<b>Grades 11-12, ECON C:</b> Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.	<i>Some new content</i>
	20	Trade agreements, multinational organizations, embargoes and protectionism impact markets.	<b>Grades 9-10, ECON B:</b> Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.	<i>Some new content</i>
			<b>Grades 11-12, ECON C:</b> Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.	
	21	The distribution of wealth and economic power among countries changes over time.		<i>New content</i>
22	The global economy creates interdependence so that economic circumstances in one country impact events in other countries.		<i>New content</i>	

**2010 Social Studies Crosswalk with 2002 Standards  
World Geography**

Topic	CS #	Content Statement	2002 Benchmark(s)	Notes
Spatial Thinking and Skills	1	Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.		<i>New content</i>
	2	Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.	<b>Grades 11-12, GEO C:</b> Use appropriate data sources and geographic tools to analyze and evaluate public policies.	<i>Some new content</i>
Environment and Society	3	Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).	<b>Grades 9-10, GEO B:</b> Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.	<i>Some new content</i>
			<b>Grades 11-12, GEO B:</b> Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.	
	4	Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as heat source and using extra insulation to retain heat).		<i>New content</i>
	5	Physical processes influence the formation and distribution of renewable, nonrenewable and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).		<i>New content</i>
	6	There are costs and benefits of using renewable, nonrenewable and flow resources (e.g., availability, sustainability, environmental impact, expense).	<b>Grades 11-12, GEO B:</b> Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.	<i>Some new content</i>
	7	Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).	<b>Grades 11-12, GEO B:</b> Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.	<i>Some new content</i>

**2010 Social Studies Crosswalk with 2002 Standards  
World Geography**

Topic	CS #	Content Statement	2002 Benchmark(s)	Notes
Movement	8	Physical, cultural, economic and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).	<b>Grades 9-10, GEO C:</b> Analyze the patterns and processes of movement of people, products and ideas.	<i>Some new content</i>
	9	Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).		<i>New content</i>
	10	Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affecting stock markets in different countries).		<i>New content</i>
Region	11	Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).	<b>Grades 9-10, GEO A:</b> Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.	<i>Some new content</i>
	12	The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).	<b>Grades 9-10, GEO A:</b> Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.	<i>Some new content</i>
	13	There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).		<i>New content</i>
	14	Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).		<i>New content</i>
Human Settlement	15	Patterns of settlement change over time in terms of functions, sizes and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).	<b>Grades 9-10, GEO C:</b> Analyze the patterns and processes of movement of people, products and ideas.	<i>Some new content</i>
	16	Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves).	<b>Grades 9-10, GEO B:</b> Analyze geographic changes brought about by human activity using appropriate maps and other geographic data. <b>Grades 11-12, GEO A:</b> Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.	<i>Some new content</i>

**2010 Social Studies Crosswalk with 2002 Standards  
World Geography**

Topic	CS #	Content Statement	2002 Benchmark(s)	Notes
Globalization	17	Globalization has shaped new cultural, economic and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).		<i>New content</i>
	18	Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity).		<i>New content</i>
	19	Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access).		<i>New content</i>