

**Comparison of the Ohio Academic Content Standards and the  
High School Graduation Qualifying Examination (HSGQE) Competencies  
Social Studies**

Ohio has adopted academic content standards in social studies. These standards describe what students should know and be able to do and go beyond the proficiency learning outcomes. Over the next several years, Ohio will implement a standards-based assessment system. New achievement tests will replace the current proficiency tests.

This chart shows the match between the academic content standards and the Citizenship High School Graduation Qualifying Examination (HSGQE) competencies. The academic content standards provide the basis for instructional planning, and educators can use this chart as a supplementary resource while the new Ohio Graduation Test is being developed.

Ohio Academic Content Standards Grades 9 - 10 Benchmarks	Citizenship High School Graduation Qualifying Examination Competencies and Excerpts from <i>information Guide</i>
<p><b>Government Standard</b> A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.</p> <p><b>Social Studies Skills and Methods Standard</b> A. Evaluate the reliability and credibility of sources.</p> <p><b>Social Studies Skills and Methods Standard</b> B. Use data and evidence to support or refine a thesis.</p>	<p><b>American Heritage</b> <b>1. analyze information about major historical developments by:</b>  <b>a. interpreting documents (i.e., Declaration of Independence, Northwest Ordinance, U.S. Constitution [including amendments]),</b>  <b>b. identifying and comparing experiences and perspectives,</b>  <b>c. assessing credibility of sources (e.g., primary and secondary sources, biased and objective accounts), and</b></p> <p>This competency assesses students' ability to use and evaluate historical sources. Students may be asked to interpret significant documents . . . to evaluate the credibility of one or more sources, or to interpret graphical or pictorial information about historical events.</p>

<p><b>History Standard</b>  A. Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.  <b>History Standard</b>  B. Explain the social, political and economic effects of industrialization.  <b>History Standard</b>  C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.  <b>History Standard</b>  D. Connect developments related to World War I with onset of World War II.  <b>History Standard</b>  E. Analyze connections between World War II, the Cold War and contemporary conflicts.  <b>History Standard</b>  F. Identify major historical pattern in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.</p>	<p><b>2. identify and explain cause and effect relationships for major historical developments, including:</b>  <b>a. historical antecedents (e.g., related and unrelated events),</b>  <b>b. multiple causation, and</b>  <b>c. accidental, irrational, or unexpected circumstances.</b></p> <p>Students are expected to demonstrate an understanding of major cause and effect relationships found in world and U.S. history . . . the American and French Revolutions, the U.S. Constitutional Convention, the American Civil War, the Industrial Revolution, imperialist expansion, World War I, communist revolutions, the Great Depression, World War II, and the Cold War.</p>
<p><b>People in Societies Standard</b>  B. Analyze the consequences of oppression, discrimination and conflict between cultures.</p> <p><b>People in Societies Standard</b>  C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.</p>	<p><b>People in Societies</b>  <b>3. use information about different cultures to explain the consequences of contacts between peoples from 1750 to the present by examining:</b>  <b>a. patterns of migration,</b>  <b>b. exchanges of cultural practices (e.g., dress, language, music, art), and</b>  <b>c. incidents of discrimination and conflict.</b></p> <p>Students should be familiar with . . . instances of cultural exchange (including assimilation, acculturation, and cultural diffusion), and problems that occur when cultures collide.</p>
	<p><b>4. identify contributions of cultural groups to American society. (The phrase “cultural groups” refers to a number of individuals sharing unique characteristics – e.g., race, national origin, and religion.)</b></p>

	<p><b>World Interactions</b></p> <p><b>5. utilize geographic resources to:</b></p> <ul style="list-style-type: none"> <li><b>a. locate places by consulting at least two references,</b></li> <li><b>b. describe relative location by using compass directions, time, and distance, and</b></li> <li><b>c. describe location by using formal reference systems.</b></li> </ul>
	<p><b>6. analyze the global implications of post-World War II regional changes involving:</b></p> <ul style="list-style-type: none"> <li><b>a. the growth of international organizations (e.g., United Nations, North Atlantic Treaty Organization, Organization of Petroleum Exporting Countries, European Union), and</b></li> <li><b>b. the end of colonialism and the development of national identity movements (e.g., the separation of India and Pakistan, the independence of Congo from Belgium, the reunification of Germany).</b></li> </ul>
	<p><b>Decision Making and Resources</b></p> <p><b>7. explain why regions and nations specialize in what they can produce at the lowest cost and then trade with other regions and nations.</b></p>
<p><b>Economics Standard</b>  <b>B. Explain how the U.S. government provides public services, redistributes income, regulates economic activity and promotes economic growth and stability.</b></p>	<p><b>8. discuss the economic roles of government in a market economy with regard to:</b></p> <ul style="list-style-type: none"> <li><b>a. raising revenue,</b></li> <li><b>b. providing public goods and services,</b></li> <li><b>c. establishing and enforcing regulations,</b></li> <li><b>d. protecting consumers, and</b></li> <li><b>e. preserving competition.</b></li> </ul> <p>This competency examines some of the ways government influences the workings of what would generally be regarded as a market economy. For instance, a government action, such as raising an excise tax, may cause an increase in the price to consumers of the taxed goods or services. . . . A decision by the Federal Reserve System to decrease the reserve requirements for banks would make more money available for loans. Government required recalls of a product could result in decreased sales of that product. Directing government contracts to certain businesses can impact the activity of competing companies.</p>

<p><b>Government Standard</b> B. Analyze the differences among various forms of government to determine how power is acquired and used.</p>	<p><b>Democratic Processes</b> <b>9. differentiate between democratic and totalitarian governments with regard to purposes, processes, structures, and examples of each type.</b></p> <p>This competency assesses students' understanding of the basic differences between and among various types of democratic (e.g., presidential, parliamentary) and totalitarian (e.g., dictatorship, junta) governments. . . Students should be able to compare similarities and differences among the purposes (e.g., national defense, general welfare); processes (e.g., legislative, electoral); and structures (e.g., courts, military) of . . . governments . . .</p>
	<p><b>10. describe the manner in which and explain why the United States Constitution distributes political power and analyze applications of this distribution, including:</b></p> <ul style="list-style-type: none"> <li>a. federalism,</li> <li>b. separation of powers, and</li> <li>c. checks and balances.</li> </ul>
	<p><b>11. demonstrate an understanding of how the political process functions in the United States, including:</b></p> <ul style="list-style-type: none"> <li>a. political parties,</li> <li>b. elections (e.g., nominating process, primary and general elections, Electoral College),</li> <li>c. voting qualifications, and</li> <li>d. lobbyists and interest groups.</li> </ul>
<p><b>Social Studies Skills and Methods Standard</b> A. Evaluate the reliability and credibility of sources.</p>	<p><b>Citizenship Rights and Responsibilities</b> <b>12. analyze civic issues by identifying:</b></p> <ul style="list-style-type: none"> <li>a. alternative points of view,</li> <li>b. relevance and reliability of information,</li> <li>c. potential impact on individuals, groups, or institutions, and</li> <li>d. ways to resolve issues by applying the principles of fairness and justice.</li> </ul> <p>This competency explores students' abilities to critically analyze information about civic issues . . . Students should be . . . ready to make judgements about whether or not particular</p>

	<p>information will be useful in developing an understanding of an issue. They should be able to make decisions about how complete, accurate, or truthful the information is that they are examining.</p>
<p><b>Citizenship Rights and Responsibilities</b></p> <p>A. Analyze ways people achieve governmental change, including political action, social protest and revolution.</p> <p>B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others and the common good.</p>	<p><b>13. explain the importance of participatory citizenship in a democratic society by:</b></p> <ul style="list-style-type: none"> <li><b>a. relating the rights and responsibilities of citizenship (including the Bill of Rights and the Fourteenth Amendment),</b></li> <li><b>b. describing various means of civic participation, and</b></li> <li><b>c. analyzing issues related to civic participation in various nations.</b></li> </ul> <p>Students need to associate appropriate responsibilities with the exercise of rights on the part of American citizens. . . Students also need to be familiar with the variety of ways citizens can engage in civic life.</p>
<p><b>People in Societies Standard</b></p> <p>A. Analyze the influence of different cultural perspectives on the actions of groups.</p>	
<p><b>Geography Standard</b></p> <p>A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.</p>	
<p><b>Geography Standard</b></p> <p>B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.</p>	

<p><b>Geography Standard</b></p> <p>C. Analyze the patterns and processes of movement of people, products and ideas.</p>	
<p><b>Economics Standard</b></p> <p>A. 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.</p>	