

SOCIAL STUDIES  
GRADE 11

Adams County/Ohio Valley  
Course of Study

**Content Standard: History**  
**Grade 11-12 Benchmarks: A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.**  
**Content Organizer: Analysis and Interpretation**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Evaluate the limitations and the opportunities that result from decisions made in the past including:</p> <ul style="list-style-type: none"><li>a. Electoral College;</li><li>b. Direct election of senators;</li><li>c. Income tax length of terms of elected and appointed officials.</li></ul>				

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**Content Standard: History**  
**Grade 11-12 Benchmarks: A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.**  
**Content Organizer: Analysis and Interpretation**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Trace key Supreme Court decisions related to a provision of the Constitution (e.g., cases related to reapportionment of legislative districts, free speech or separation of church and state).				

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**Content Standard: People In Societies**  
**Grade 11-12 Benchmarks: A. Analyze how issues may be viewed differently by various cultural groups.**  
**Content Organizer: Cultures**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>1. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups:</p> <ul style="list-style-type: none"><li>a. Indian policies;</li><li>b. Immigration laws;</li><li>c. Segregation policies;</li><li>d. Selective service laws.</li></ul>				

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**Content Standard: People In Societies**  
**Grade 11-12 Benchmarks: B. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.**  
**Content Organizer: Interaction**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.				

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**Content Standard: People In Societies**  
**Grade 11-12 Benchmarks: B. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.**  
**Content Organizer: Interaction**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the United States society and economy including:</p> <ul style="list-style-type: none"><li>a. Naturalization;</li><li>b. Voting rights;</li><li>c. Racial integration;</li><li>d. Affirmative action.</li></ul>				

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**Content Standard: People In Societies**  
**Grade 11-12 Benchmarks: C. Explain the role of diverse cultural institutions in shaping American society.**  
**Content Organizer: Diffusion**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Explain how the United States has been affected politically, economically and socially by its multicultural diversity (e.g., work force, new ideas and perspectives, and modifications to culture).				

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**Content Standard: Geography**  
**Grade 11-12 Benchmarks: A. Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.**  
**Content Organizer: Places and Regions**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Explain how government decisions reflect a society's values about land use (e.g., zoning, park development or toxic waste disposal).				

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**Content Standard: Geography**  
**Grade 11-12 Benchmarks: B. Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.**  
**Content Organizer: Human Environmental Interaction**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Analyze and evaluate the consequences of a governmental policy that affects the physical characteristics of a place or region.				

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**Content Standard: Geography**  
**Grade 11-12 Benchmarks: C. Use appropriate data sources and geographic tools to analyze and evaluate public policies.**  
**Content Organizer: Application of Geography**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Compare and evaluate alternative public policies for the use of land and natural resources at all levels of government.				

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**Content Standard: Geography**  
**Grade 11-12 Benchmarks: C. Use appropriate data sources and geographic tools to analyze and evaluate public policies.**  
**Content Organizer: Application of Geography**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Identify and analyze the changing political geography at the local, state, national and international levels including:  a. Annexation; b. Zoning; c. Congressional reapportionment; d. Changes in international boundaries.				

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**Content Standard: Economics**  
**Grade 11-12 Benchmarks: A. Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.**  
**Content Organizer: Scarcity and Resource Allocation**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Explain the effects of shortages, surpluses and government-enforced controls on prices.				

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**Content Standard:** Economics  
**Grade 11-12 Benchmarks:** A. Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.  
**Content Organizer:** Scarcity and Resource Allocation

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers and investors.				

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**Content Standard:** Economics  
**Grade 11-12 Benchmarks:** A. Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.  
**Content Organizer:** Scarcity and Resource Allocation

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Explain the impact of inflation on economic behavior.				

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**Content Standard: Economics**  
**Grade 11-12 Benchmarks: B. Identify factors which inhibit or spur economic growth and cause expansions or recessions.**  
**Content Organizer: Production, Distribution and Consumption**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Describe the functions of the components that make up an economic system and describe the relationships among them including:  a. Business; b. Productive resources; c. Financial institutions; d. government; e. Consumers.				

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**Content Standard:** Economics  
**Grade 11-12 Benchmarks:** B. Identify factors which inhibit or spur economic growth and cause expansions or recessions.  
**Content Organizer:** Production, Distribution and Consumption

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market.				

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**Content Standard: Economics**  
**Grade 11-12 Benchmarks: B. Identify factors which inhibit or spur economic growth and cause expansions or recessions.**  
**Content Organizer: Production, Distribution and Consumption**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the:  a. Consumer Price Index; b. Unemployment rate; c. Gross Domestic Product (GDP).				

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**Content Standard:** Economics

**Grade 11-12 Benchmarks:** C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.

**Content Organizer:** Markets

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Explain how countries use their comparative advantage to produce goods and services for trade with other countries.				

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**Content Standard: Economics**  
**Grade 11-12 Benchmarks: C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.**  
**Content Organizer: Markets**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
8. Explain the effects of specialization, interdependence and trade on the United States and other countries.				

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**Content Standard:** Economics  
**Grade 11-12 Benchmarks:** C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth.  
**Content Organizer:** Markets

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
9. Explain how changes in exchange rates affect consumers and producers.				

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**Content Standard:** Economics  
**Grade 11-12 Benchmarks:** D. Analyze the role of fiscal and regulatory policies in a mixed economy.  
**Content Organizer:** Government and the Economy

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
10. Analyze issues related to the use of different types of taxes to fund public goods and services including:  a. Proportional tax; b. Progressive tax; c. Regressive tax.				

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**Content Standard:** Economics  
**Grade 11-12 Benchmarks:** E. Explain the use of a budget in making personal economic decisions and planning for the future.  
**Content Organizer:** Personal Finance

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
11. Explain why incomes will differ in the labor market depending on supply and demand for skills, abilities and education levels.				

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**Content Standard:** Economics  
**Grade 11-12 Benchmarks:** E. Explain the use of a budget in making personal economic decisions and planning for the future.  
**Content Organizer:** Personal Finance

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
12. Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.				

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**Content Standard:** Economics  
**Grade 11-12 Benchmarks:** E. Explain the use of a budget in making personal economic decisions and planning for the future.  
**Content Organizer:** Personal Finance

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
13. Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources including:  a. Budgets; b. Savings; c. Investments; d. Credit; e. Philanthropy.				

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**Content Standard:** Economics  
**Grade 11-12 Benchmarks:** E. Explain the use of a budget in making personal economic decisions and planning for the future.  
**Content Organizer:** Personal Finance

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
14. Describe how interest rates affect savers and borrowers.				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.**  
**Content Organizer: Role of Government**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Analyze the actions of the United States government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good.				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.**  
**Content Organizer: Role of Government**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.**  
**Content Organizer: Role of Government**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights.				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.**  
**Content Organizer: Role of Government**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Describe the changing relationship among the levels of government in the United States federal system, and evaluate applications of the principle of federalism for serving the public good and protecting individual rights.				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.**  
**Content Organizer: Role of Government**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of the government.				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.**  
**Content Organizer: Role of Government**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution.				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: B. Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.**  
**Content Organizer: Rules and Laws**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Explain the philosophical foundations of the American political system as outlined in the Declaration of Independence, the United States Constitution and the Federalist Papers with emphasis on the basic principles of natural rights.				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: B. Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.**  
**Content Organizer: Rules and Laws**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on:</p> <ul style="list-style-type: none"><li>a. Concurrent powers;</li><li>b. Reserved powers;</li><li>c. Implied powers;</li><li>d. Expressed powers.</li></ul>				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: B. Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.**  
**Content Organizer: Rules and Laws**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
9. Explain how interpretations of the basic principles found in the United States Constitution have changed over time.				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: B. Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.**  
**Content Organizer: Rules and Laws**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
10. Explain the importance of the privilege of habeas corpus and of the constitutional prohibitions against bills of attainder and ex post facto laws.				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: C. Analyze how citizens participate in the election process in the United States.**  
**Content Organizer: Systems of Government**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process.				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: C. Analyze how citizens participate in the election process in the United States.**  
**Content Organizer: Systems of Government**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on:</p> <ul style="list-style-type: none"><li>a. Appointments;</li><li>b. Primary and general elections;</li><li>c. The Electoral College</li><li>d. Recall;</li><li>e. Impeachment.</li></ul>				

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**Content Standard: Government**  
**Grade 11-12 Benchmarks: C. Analyze how citizens participate in the election process in the United States.**  
**Content Organizer: Systems of Government**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
13. Explain the use of the initiative and referendum in the government of Ohio.				

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**Content Standard: Citizenship Rights and Responsibilities**  
**Grade 11-12 Benchmarks: A. Evaluate various means for citizens to take action on a particular issue.**  
**Content Organizer: Participation**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Analyze historical and contemporary examples of citizen movements to bring about political change (e.g., Mothers Against Drunk Driving [MADD], NOW, Common Cause, NAACP and Eagle Forum).				

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**Content Standard: Citizenship Rights and Responsibilities**  
**Grade 11-12 Benchmarks: A. Evaluate various means for citizens to take action on a particular issue.**  
**Content Organizer: Participation**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Choose an effective method of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances.				

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**Content Standard: Citizenship Rights and Responsibilities**

**Grade 11-12 Benchmarks: A. Evaluate various means for citizens to take action on a particular issue.**

**Content Organizer: Participation**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>3. Explain how an individual participates in primary and general elections including:</p> <ul style="list-style-type: none"><li>a. Registering to vote;</li><li>b. Identifying the major duties, responsibilities and qualifications required for a particular position;</li><li>c. Becoming informed about candidates and issues;</li><li>d. Declaring or changing party affiliation;</li><li>e. Obtaining, marking and depositing a ballot.</li></ul>				

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**Content Standard: Citizenship Rights and Responsibilities**  
**Grade 11-12 Benchmarks: B. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.**  
**Content Organizer: Rights and Responsibilities**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Compare the rights of citizens and resident aliens.				

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**Content Standard: Citizenship Rights and Responsibilities**  
**Grade 11-12 Benchmarks: B. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.**  
**Content Organizer: Rights and Responsibilities**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through:  a. Legislation; b. The role of the judiciary in upholding rights; c. The role of citizens exercising their rights.				

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**Content Standard: Citizenship Rights and Responsibilities**  
**Grade 11-12 Benchmarks: B. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.**  
**Content Organizer: Participation**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
<p>6. Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy including:</p> <ul style="list-style-type: none"><li>a. Behaving in a civil manner;</li><li>b. Being fiscally responsible;</li><li>c. Accepting responsibility for the consequences of one's actions;</li><li>d. Practicing civil discourse;</li><li>e. Becoming informed on public issues;</li><li>f. Voting;</li><li>g. Taking action on public issues;</li><li>h. Providing public service;</li><li>i. Serving on juries.</li></ul>				

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**Content Standard: Social Studies Skills and Methods**  
**Grade 11-12 Benchmarks: A. Obtain and evaluate information from public records and other resources related to a public policy issue.**  
**Content Organizer: Obtaining Information**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
1. Identify a current public policy issue and arguments relative to the issue.				

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**Content Standard: Social Studies Skills and Methods**  
**Grade 11-12 Benchmarks: A. Obtain and evaluate information from public records and other resources related to a public policy issue.**  
**Content Organizer: Obtaining Information**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
2. Determine criteria by which arguments will be judged.				

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**Content Standard: Social Studies Skills and Methods**  
**Grade 11-12 Benchmarks: A. Obtain and evaluate information from public records and other resources related to a public policy issue.**  
**Content Organizer: Obtaining Information**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
3. Identify advocacy groups and obtain public policy information they produce.				

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**Content Standard: Social Studies Skills and Methods**  
**Grade 11-12 Benchmarks: A. Obtain and evaluate information from public records and other resources related to a public policy issue.**  
**Content Organizer: Obtaining Information**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
4. Adjust a research question or topic based on information obtained while conducting research.				

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**Content Standard: Social Studies Skills and Methods**  
**Grade 11-12 Benchmarks: B. Critique data and information to determine the adequacy of support for conclusions.**  
**Content Organizer: Thinking and Organizing**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
5. Choose a position on an issue and develop a rationale for that position.				

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**Content Standard: Social Studies Skills and Methods**  
**Grade 11-12 Benchmarks: B. Critique data and information to determine the adequacy of support for conclusions.**  
**Content Organizer: Thinking and Organizing**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
6. Critique the conclusions drawn from survey and research data by questioning:  a. Sample size; b. Demographics; c. The sponsoring organization; d. Logic of the conclusions reached.				

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**Content Standard: Social Studies Skills and Methods**  
**Grade 11-12 Benchmarks: C. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.**  
**Content Organizer: Communicating Information**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).				

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**Content Standard: Social Studies Skills and Methods**  
**Grade 11-12 Benchmarks: D. Work in groups to analyze an issue and make decisions.**  
**Content Organizer: Problem Solving**

Grade level Indicator	OGT Competency Focus	Resources	Instructional Activities/Strategies	Assessment
8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences.				