

## Appendix C.2: Social Studies Standards Review Committee Member Rubrics

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

<sup>1</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/clear>

<sup>2</sup> Ohio Uniform Statewide Standards for Remediation-Free Status:  
[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

<sup>3</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/concise>

<sup>4</sup> The Glossary of Education Reform: <http://edglossary.org/standards-based/>

<sup>5</sup> Vocabulary.com: <http://www.vocabulary.com/dictionary/grade-appropriate>

<sup>6</sup> Encyclopaedia Britannica: <http://www.britannica.com/EBchecked/topic/339020/liberal-arts>

<sup>7</sup> Wikipedia: [http://en.wikipedia.org/wiki/Lifelong\\_learning](http://en.wikipedia.org/wiki/Lifelong_learning)

<sup>8</sup> Ohio Revised Code 333.041: <http://codes.ohio.gov/orc/3333.041>

<sup>9</sup> Education Portal: <http://education-portal.com/academy/lesson/student-achievement-definition-factors-research.html>

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: A Child's place in Time and Space  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Kindergarten

**Review level**      **Yes** it meets the review criteria  
                           **Partially** meets the review criteria or **undetermined**  
                           **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.	
	B.	
	C.	
	D.	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>support subject matter comprehension</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote essential knowledge in the subject</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote lifelong learning</b> ?	A.	
	B.	
	C.	
	D.	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>promote college and career readiness</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>reduce the need for remediation</b> ?	A.	
	B.	
	C.	
	D.	
Does the element <b>meet the definition of a standard</b> ?	A.	
	B.	
	C.	
	D.	

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<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Families Now and Long Ago, Near and Far  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade One

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Partially	<b>Content statement 1 – should there be examples listed or should that only be in the content elaborations?</b>
	B. Partially	<b>Content statement 5 – should there be examples listed or should that only be in the content elaborations?</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Partially	<b>Content statement 10 – “the principles of fairness should guide rules...” sounds like a judgment or value statement?</b>
	D. Yes	
Is the element <b>grade level appropriate?</b>	A. Yes	
	B. Partially	Content statements 6 and 7 seem challenging
	C. Yes	
	D. Yes/partially	Is “currency” the appropriate term in grade one?
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension?</b>	A. Yes	Foundational knowledge
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	Content statement 2 especially creates interest in learning about the past
	B. Yes	Especially maps



## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

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## Standards Committee Review Form

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<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Families People Working Together  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Two

**Review level**      **Yes** it meets the review criteria  
                              **Partially** meets the review criteria or **undetermined**  
                              **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	Prerequisite knowledge
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	New skills – timelines and biographies
	B. Yes	Maps; interactions between humans and places
	C. Yes	
	D. Yes	New skill – bar graphs
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
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	C. Yes	
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<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Communities: Past and Present, Near and Far  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Three

**Review level**      **Yes** it meets the review criteria  
                              **Partially** meets the review criteria or **undetermined**  
                              **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Partially	Opportunity cost seems challenging for grade 3
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	Timelines, primary sources
	B. Yes	Reading maps
	C. Yes	Laws
	D. Yes	Markets, economic decision making, budget
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	



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Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard</b> ?	A. Yes	
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<sup>7</sup> Wikipedia: [http://en.wikipedia.org/wiki/Lifelong\\_learning](http://en.wikipedia.org/wiki/Lifelong_learning)

<sup>8</sup> Ohio Revised Code 333.041: <http://codes.ohio.gov/orc/3333.041>

<sup>9</sup> Education Portal: <http://education-portal.com/academy/lesson/student-achievement-definition-factors-research.html>

<sup>10</sup> United States Department of Education: <http://www.ed.gov/race-top/district-competition/definitions>

<sup>11</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/comprehension>

<sup>12</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/subject%20matter>

## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Ohio in the United States  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Four

**Review level**      **Yes** it meets the review criteria  
                              **Partially** meets the review criteria or **undetermined**  
                              **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Partially	<b>Clear, but a lot of content to cover</b>
	B. Yes	
	C. Yes	
	D. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Partially	The breadth of content may be challenging for grade 4
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

<sup>1</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/clear>

<sup>2</sup> Ohio Uniform Statewide Standards for Remediation-Free Status: [https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

<sup>3</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/concise>

<sup>4</sup> The Glossary of Education Reform: <http://edglossary.org/standards-based/>

<sup>5</sup> Vocabulary.com: <http://www.vocabulary.com/dictionary/grade-appropriate>

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<sup>8</sup> Ohio Revised Code 333.041: <http://codes.ohio.gov/orc/3333.041>

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<sup>10</sup> United States Department of Education: <http://www.ed.gov/race-top/district-competition/definitions>

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<sup>12</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/subject%20matter>

## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Regions and People of the Western Hemisphere  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Five

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Partially	<b>Content statement 12 – “...are categories for understanding the relationship between those in power or authority and citizens” could be more concise</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Yes	
Is the element <b>grade level appropriate?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	
	B. Yes	
	C. Yes	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

### Definitions

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**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** –the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

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<sup>2</sup> Ohio Uniform Statewide Standards for Remediation-Free Status:  
[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Regions and People of the Eastern Hemisphere  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Six

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

### Definitions

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Theme: World Studies from 750 B.C. to 1000 A.D.: Ancient Greece to the First Global Age</p> <p>Strands:</p> <ul style="list-style-type: none"> <li>A. History</li> <li>B. Geography</li> <li>C. Government</li> <li>D. Economics</li> </ul>
<b>Grade Level(s) Under Review</b>	Grade Seven

**Review level**

**Yes** it meets the review criteria

**Partially** meets the review criteria or **undetermined**

**No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Partially	<b>Concise considering it spans 2350 years</b> <b>Formatting issues in online document – “Content Statement” is not bolded as in other grade levels and content statements in right columns are not numbered</b>
	B. Yes	<b>Formatting issues</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	Formatting issues
	D. Yes	Formatting issues
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Ohio Standards Committee Review Form

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### Definitions

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<sup>12</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/subject%20matter>

## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction</p> <p>Strands:</p> <ul style="list-style-type: none"> <li>A. History</li> <li>B. Geography</li> <li>C. Government</li> <li>D. Economics</li> </ul>
<b>Grade Level(s) Under Review</b>	Grade Eight

**Review level**

**Yes** it meets the review criteria

**Partially** meets the review criteria or **undetermined**

**No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Partially	<b>Content statement 23 – does the industrial revolution belong in this time period for the US?</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Partially	Very little discussion of developments and progression of American Revolution or Civil War; only causes and consequences
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Partially	Very little discussion of developments and progression of American Revolution or Civil War; only causes and consequences
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** –the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Civic Involvement</li> <li>B. Civic Participation and Skills</li> <li>C. Basic Principles of the U.S. Constitution</li> <li>D. Structure and Functions of the Federal Government</li> <li>E. Role of the People</li> <li>F. Ohio's State and Local Governments</li> <li>G. Public Policy</li> <li>H. Government and the Economy</li> </ul>
<b>High School Course Under Review</b>	American Government

**Review level**

**Yes** it meets the review criteria

**Partially** meets the review criteria or **undetermined**

**No** it does not meet the review criteria

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. No	<b>Contains 9 content statements, including specific amendments. Content statements 9-13 could possibly be condensed.</b>
	D. Yes	
	E. Yes	
	F. Partially	<b>Content statements 18 and 19 could possibly be combined</b>
	G. Partially	<b>Content statement 22 partially overlaps with content statement 20</b>
	H. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
Does the element <b>support subject matter comprehension?</b>	A. Yes	
	B. Yes	
	C. Partially	The topic is “Basic Principles of the U.S. Constitution,” while the content statements include very specific Constitutional amendments
	D. Yes	
	E. Partially	This could be expanded to focus on the Bill of Rights
	F. Yes	
	G. Yes	
	H. Yes	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Yes	
	C. Partially	The content statement on the Bill of Rights (8) focuses on the reason it was created, but does not discuss specific amendments. Many other amendments, however, are listed specifically in content statements 9-13. Those 5 content statements could possibly be condensed and students should not have to recite specific amendments (except perhaps the Bill of Rights).
	D. Yes	
	E. Partially	Incredibly important standard for young adults - could be expanded to focus on specific rights and responsibilities

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	F. Partially	While important, it could be argued that content statement 18 may not be as critical as so many other concepts within the course.
	G. Yes	
	H. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
Does the element <b>promote the liberal arts tradition</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote college and career readiness?</b>	H. Yes	
	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	

## Ohio Standards Committee Review Form

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Historical Thinking and Skills</li> <li>B. Historic Documents</li> <li>C. Industrialization and Progressivism (1877-1920)</li> <li>D. Foreign Affairs from Imperialism to Post-World War I (1898-1930)</li> <li>E. Prosperity, Depression and the New Deal (1919-1941)</li> <li>F. From Isolation to World War (1930-1945)</li> <li>G. The Cold War (1945-1991)</li> <li>H. Social Transformations in the United States (1945-1994)</li> <li>I. United States and the Post-Cold War World (1991-Present)</li> </ul>
<b>High School Course Under Review</b>	American History

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. No	The time period of this course spans 1877 through present. Reviewing documents from 100 years prior to the time period covered is not appropriate.
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Partially	This topic would promote higher performance and improved student learning if it were included in American Government or 8 <sup>th</sup> grade social studies. It does not fit within the time frame of this course.
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	
Does the element <b>support subject matter comprehension?</b>	A. Yes	
	B. Partially	Some of the documents, such as the Constitution and Bill of Rights, would support content comprehension. Other documents would fit better within American Government or 8 <sup>th</sup> grade social studies.
	C. Yes	
	D. Partially	Causes and progression of WWI are ignored
	E. Yes	
	F. Partially	No mention of causes of the war (treaty of Versailles); American involvement in the war or the outcome
	G. Yes	
	H. Yes	
I. Yes		



## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Partially	Some of the documents, such as the Constitution and Bill of Rights, support essential knowledge of post 1877 American History, but other documents would fit better within American Government or 8 <sup>th</sup> grade social studies.
	C. Yes	
	D. Partially	Causes and progression of WWI are ignored
	E. Yes	
	F. Partially	No mention of causes of the war (treaty of Versailles); American involvement in the war or the outcome
	G. Yes	
	H. Yes	
	I. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	I.	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	
<b>Does the element meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	

## Ohio Standards Committee Review Form

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Global Connections</li> <li>B. Civic Participation and Skills</li> <li>C. Civil and Human Rights</li> <li>D. Sustainability</li> <li>E. Technology</li> <li>F. National Security and International Diplomacy</li> <li>G. The Global Economy</li> </ul>
<b>High School Course Under Review</b>	Contemporary World Issues

**Review level**

**Yes** it meets the review criteria

**Partially** meets the review criteria or **undetermined**

**No** it does not meet the review criteria

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	F. Yes	
	G. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
	F. Yes	
	G. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Economic Decision Making and Skills</li> <li>B. Fundamentals of Economics</li> <li>C. Government and the Economy</li> <li>D. Global Economy</li> <li>E. Working and Earning</li> <li>F. Financial Responsibility and Money Management</li> <li>G. Saving and Investing</li> <li>H. Credit and Debt</li> <li>I. Risk Management</li> </ul>
<b>High School Course Under Review</b>	Economics and Financial Literacy

**Review level**

**Yes** it meets the review criteria

**Partially** meets the review criteria or **undetermined**

**No** it does not meet the review criteria

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Partially	Should there be more of an emphasis on the role of taxes?
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	G. Yes	
	H. Yes	
	I. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	G. Yes	
	H. Yes	
	I. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
	H. Yes	
	I. Yes	



## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Historical Thinking and Skills</li> <li>B. Age of Enlightenment (1600-1800)</li> <li>C. Age of Revolutions (1750-1914)</li> <li>D. Imperialism (1800-1914)</li> <li>E. Achievements and Crises (1900-1945)</li> <li>F. The Cold War (1945-1991)</li> <li>G. Globalization (1991-Present)</li> </ul>
<b>High School Course Under Review</b>	Modern World History

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Partially	<b>There is a lot of essential knowledge from two World Wars combined into one topic</b>
	F. Yes	
	G. Partially	<b>7 content statements; some seem a little disjointed but do relate to overall topic of globalization</b>
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Partially	Very high-level look at causes and consequences of two world wars. Is more detail needed about each war?
	F. Yes	
	G. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D.	
	E. Partially	Very high-level look at causes and consequences of two world wars. Is more detail needed about each war?
	F. Yes	
	G. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	F. Yes	
	G. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	F. Yes	
	G. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
	G. Yes	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Maureen Biddle
<b>Element Under Review (Theme, Area, Strand)</b>	Topics: <ul style="list-style-type: none"> <li>A. Spatial Thinking and Skills</li> <li>B. Environment and Society</li> <li>C. Movement</li> <li>D. Region</li> <li>E. Human Settlement</li> <li>F. Globalization</li> </ul>
<b>High School Course Under Review</b>	World Geography

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria



## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Partially	Content statement 1 includes many examples
	B. Partially	Clear, but not concise; content statements 3, 4, 5 and 7 include examples with a greater level of detail than seen in any of the other courses
	C. Partially	Clear, but not concise; content statements 9 and 10 include potentially excessive examples
	D. Yes	
	E. Partially	Clear, but not concise; content statement 16 includes a lengthy list of examples
	F. Partially	Clear, but not concise; lengthy examples in content statements 18 and 19
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Yes	
	E. Yes	
	F. Yes	
Does the element <b>promote college and career readiness</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
Does the element <b>reduce the need for remediation</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	
Does the element <b>meet the definition of a standard</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
	E. Yes	
	F. Yes	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: A Child's place in Time and Space  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Kindergarten

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. P	Instead of listing examples of primary sources in Content Statement 2, just state "primary sources" and expand in the Content Elaboration section of the MC.
	B. P	Parenthesized information in content statement 5 could be removed and added to the Content Elaboration of the MC.
	C. Y	Should content statement 10 be broken down into two content statements?

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Y	CS 11 is too in-depth, could contain information best suited for MC.
Is the element <b>grade level appropriate?</b>	A. Y	
	B. Y	It is possible, but not required that maps will be discussed in kindergarten, I like that map are explicitly stated in content statement 4.
	C. P	I think that content statement 8 belongs in the kindergarten standards.
	D. Y	Expounds on the idea of “goods” that was introduced in Kindergarten.
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Y	Expands on ideas of time and space that was originally introduced in kindergarten.
	B. Y	Understanding the relationship between people and their environment is a theme throughout history.
	C. Y	Collaboration is a lifelong process.
	D. Y	
Does the element <b>support subject matter comprehension?</b>	A. Y	Time and primary sources are essential aspects of social studies.
	B. Y	Map interpretation is an example where comprehension would occur and able to be measured.
	C. Y	Rules are a founding piece of government/society.
	D. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	Contains basic economic theory.
Does the element <b>promote lifelong learning?</b>	A. Y	Understanding time is crucial in lifelong learning development.

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Y	Recognizing that the global landscape is constantly changing is a trend that will continue forever.
	C. Y	Collaboration is a lifelong skill.
	D. Y	Lays a solid foundation moving forward for understanding economic principles.
Does the element <b>promote the liberal arts tradition?</b>	A. Y	Primary sources are used throughout history.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	Lays a foundation for the study of history.
	B. Y	See last response.
	C. Y	
	D. Y	Works to start the development of an 'economic lens' for children.
Does the element <b>reduce the need for remediation?</b> *Isn't this contingent upon their grasp of the kindergarten standards?	A. Y	
	B. Y	The 'Places and Region' topic is introduced in grade 1. I think it lays a solid foundation.
	C. Y	
	D. Y	New topics that are introduced are basic enough to lay a foundation.
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Families Now and Long Ago, Near and Far  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade One

**Review level**            **Yes** it meets the review criteria  
                                   **Partially** meets the review criteria or **undetermined**  
                                   **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. P	The second sentence of Content Statement 4 could be a content elaboration in the model curriculum.

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. P	Content statement 5 is clunky; it may have information best suited for the model curriculum content elaboration. The list of “food, clothing, and shelter” in Content Statement 7 could be reworded necessary “goods.” It streamlines verbiage and created synthesis with Content Statement 12.
	C. Y	
	D. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	The definition of ‘terms’ laid out in the model curriculum are basic enough.
	C. Y	
	D. Y	5-6 year olds can relate to wanting items.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	I believe that it benefits a student’s achievement in all subjects to develop an understanding of how he/she fits in ‘the grand scheme of things.’
	B. Y	Recognizing that each student is unique will help the student cooperate in group settings, which is an essential piece of student performance in the classroom.
	C. Y	
	D. Y	This strand can be related to learning, e.g. ‘I want good grades. My actions would be to study and listen in class.’
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	Supply and demand is a basic economic principal.
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Y	Lays the groundwork for the interpretation of maps which is essential moving forward in each student's educational career.
	C. Y	Students are exposed to the idea of varying roles in society
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	Students are asked to reflect on their past experiences which can help guide decision-making moving forward in life.
	B. Y	Urges students to start thinking about similarities/differences of groups of people.
	C. Y	I think that this strand hits on the basis of public education: to create informed citizens.
	D. Y	Economic decision-making a common theme throughout life.
Does the element <b>promote the liberal arts tradition</b> ?	A. Y	History, languages, customs are all essential elements of the liberal arts tradition.
	B. Y	Content Statement 8 brings in elements of philosophy.
	C. Y	Philosophy and history are existent in this strand.
	D. Y	
Does the element <b>promote college and career readiness</b> ?	A. Y	I think that due to a child first developing an egocentric world view, the standards encourage students to expand their lens.
	B. Y	Geographical interpretation is essential for college/career readiness.
	C. Y	This strand develops notions that are found in sociology, anthropology, etc.
	D.	
Does the element <b>reduce the need for remediation</b> ?	A. Y	I think 'one's self' is the simplest historical realm to explore.

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. P	The teacher would need to be cognizant of the level of map-related content he/she could utilize based on the reading abilities in the classroom. Some kindergarteners may not even know the alphabet upon entering the classroom.
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Families People Working Together  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Two

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Y	Builds on topics introduced in K and 1 and calls for in-depth use
	B. Y	The progression of topics from past grades is evident.
	C. Y	Expounds upon the idea of accountability and rules that was introduced in first grade
	D. Y	The addition of the “Economic Decision-Making and Skills” topic builds upon skills from K and 1 <sup>st</sup> grade. The scarcity topic doesn’t really mention that resources can be limited.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	Integrates other content areas (science and technology)
	B. Y	Draws from other content areas (science) to show how humans affect the environment.
	C. Y	
	D. Y	Graph interpretation is a cross-content skill.
Does the element <b>support subject matter comprehension</b> ?	A. Y	Requires students to be able to apply meaning to texts, maps, etc.
	B. Y	
	C. Y	
	D. Y	Globalization is brought up in this strand.
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	The theme of time is brought up again.
	B. Y	
	C. Y	Rules are essential in understanding the basis of governing systems.
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	Science and technology will constantly change.
	B. Y	Geographical and cultural change is touched on in this strand.

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Y	The idea that rules are different in a variety of settings is an ever-evolving concept.
	D. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	Science and history are found in this strand.
	B. Y	Science, history and possibly languages can be discussed
	C. Y	Draws on philosophical ideas.
	D. Y	Mathematics and science are evident in this strand.
Does the element <b>promote college and career readiness?</b>	A. Y	Encourages the practice of skills that will develop as a student progresses in his/her educational career.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	I think that the new topic that is introduced is basic enough to avoid remediation.
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	



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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Communities: Past and Present, Near and Far  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Three

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. yes	
	B. P	<b>Examples given in content statement 4 could be moved to the model curriculum.</b>
	C. yes	<b>Content statement 11 could be broken down into two content statements.</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. yes	
Is the element <b>grade level appropriate</b> ?	A. yes	
	B. yes	
	C. yes	
	D. p	Introducing both “scarcity” and “opportunity cost” may be too much. I think this could be addressed by mentioning scarcity in grade two.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. yes	
	B. yes	
	C. yes	
	D. yes	
Does the element <b>support subject matter comprehension</b> ?	A. yes	
	B. yes	
	C. yes	
	D. yes	All strands contain critical social science content.
Does the element <b>promote essential knowledge in the subject</b> ?	A. yes	
	B. yes	
	C. yes	
	D. yes	
Does the element <b>promote lifelong learning</b> ?	A. yes	
	B. yes	
	C. yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. yes	
Does the element <b>promote the liberal arts tradition</b> ?	A. yes	
	B. yes	
	C. yes	
	D. yes	
Does the element <b>promote college and career readiness</b> ?	A. yes	
	B. yes	
	C. yes	
	D. yes	
Does the element <b>reduce the need for remediation</b> ?	A. yes	
	B. yes	
	C. yes	
	D. yes	
Does the element <b>meet the definition of a standard</b> ?	A. yes	
	B. yes	
	C. yes	
	D. yes	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Ohio in the United States  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Four

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

I feel that the grade four standards are excellent; great introduction to our state and nation.



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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Regions and People of the Western Hemisphere  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Five

**Review level**      **Yes** it meets the review criteria  
                              **Partially** meets the review criteria or **undetermined**  
                              **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. P	<b>Content statement 2 contains specific examples that may be best suited for the model curriculum.</b>
	B. P	<b>Content statement 9 could be shortened and the examples could be moved to the MC.</b>
	C. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. P	Maps are first mentioned in the kindergarten standards. Cartographers are not mentioned until 5th grade. Is this related to the term 'cartographer' not being deemed grade level appropriate until 5 <sup>th</sup> grade?
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Y	
	D. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Regions and People of the Eastern Hemisphere  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Six

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. P	<b>Content statement 2 seems to be more geographically-related</b>
	B. P	<b>Content statement 8, while related to cultural geography, seems to fit better in the History strand. Especially considering that the grade 7 History strand specifically mentions Christianity in regards to the Roman Empire.</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Y	
	D. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	General question for all content statements in this strand: some 5 <sup>th</sup> grade standards are duplicated or omitted, while others are added. Why is this?
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Y	
	D. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	



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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Theme: World Studies from 750 B.C. to 1000 A.D.: Ancient Greece to the First Global Age</p> <p>Strands:</p> <ul style="list-style-type: none"> <li>A. History</li> <li>B. Geography</li> <li>C. Government</li> <li>D. Economics</li> </ul>
<b>Grade Level(s) Under Review</b>	Grade Seven

**Review level**

**Yes** it meets the review criteria

**Partially** meets the review criteria or **undetermined**

**No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. N	<b>The Feudalism and Transitions topic contains a large amount of information over large time period</b>
	B. Y	
	C. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Y	
Is the element <b>grade level appropriate?</b>	A. P	The strand contains a lot of violent events.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	I think the diverse nature of the subject exposes students to a wide-range of topics that may pique their interest for future exploration.
	B. Y	
	C. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

## Ohio Standards Committee Review Form

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Eight

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
	D.Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	Content Statement 12 does a great job of setting the scene for major themes like “separate but equal” and the “Jim Crow Laws”
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	
	C. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D.Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D.Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D.Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D.Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Civic Involvement</li> <li>B. Civic Participation and Skills</li> <li>C. Basic Principles of the U.S. Constitution</li> <li>D. Structure and Functions of the Federal Government</li> <li>E. Role of the People</li> <li>F. Ohio's State and Local Governments</li> <li>G. Public Policy</li> <li>H. Government and the Economy</li> </ul>
<b>High School Course Under Review</b>	American Government

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	This is a large, broad topic. It is very hard to be concise.
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H.	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H.	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	I think this topic is an essential skill for becoming an informed consumer, let alone a student learning about the US government.
	C. Y	
	D. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	E. Y	
	F. Y	
	G. Y	
	H.	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	The Constitution is the basis of US government.
	D. Y	Most directly relatable to the title of the course.
	E. Y	Civic participation is a major part of the American government.
	F. Y	
	G. Y	
	H.	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	
	B. Y	
	C. Y	Very much so
	D. Y	
	E. Y	The people drive democracy.
	F. P	No mention of the 1912 Constitution; voters passed 33 amendments.
	G. Y	
	H.	
Does the element <b>promote lifelong learning</b> ?	A. Y	Civic engagement is (hopefully) life-long for students.

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Y	Students will be able to relate with conflict resolution and the recognition of differences. Learning about being able to properly deal with those situations will be beneficial.
	C. Y	An amendment added to/deleted from the Constitution could happen in a student's lifetime.
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	Does the element <b>promote the liberal arts tradition?</b>	A. Y
B. Y		
C. Y		
D. Y		
E. Y		
F. Y		
G. Y		
H. Y		
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	More so than arguably any topic in K-12.
	C. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
<b>Does the element reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
<b>Does the element meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

<sup>1</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/clear>

<sup>2</sup> Ohio Uniform Statewide Standards for Remediation-Free Status:  
[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

<sup>3</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/concise>

<sup>4</sup> The Glossary of Education Reform: <http://edglossary.org/standards-based/>

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<sup>6</sup> Encyclopaedia Britannica: <http://www.britannica.com/EBchecked/topic/339020/liberal-arts>

<sup>7</sup> Wikipedia: [http://en.wikipedia.org/wiki/Lifelong\\_learning](http://en.wikipedia.org/wiki/Lifelong_learning)

<sup>8</sup> Ohio Revised Code 333.041: <http://codes.ohio.gov/orc/3333.041>

<sup>9</sup> Education Portal: <http://education-portal.com/academy/lesson/student-achievement-definition-factors-research.html>

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Historical Thinking and Skills</li> <li>B. Historic Documents</li> <li>C. Industrialization and Progressivism (1877-1920)</li> <li>D. Foreign Affairs from Imperialism to Post-World War I (1898-1930)</li> <li>E. Prosperity, Depression and the New Deal (1919-1941)</li> <li>F. From Isolation to World War (1930-1945)</li> <li>G. The Cold War (1945-1991)</li> <li>H. Social Transformations in the United States (1945-1994)</li> <li>I. United States and the Post-Cold War World (1991-Present)</li> </ul>
<b>High School Course Under Review</b>	American History

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria



## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. P	Content statement 3 could change “support or refute positions” to “evaluate historical events”
	B. P	Content statements 5 and 9 could be consolidated to “Enlightenment ideas, English Law and American colonists’ experiences shaped the development of the Declaration of Independence and the Constitution/Bill of Rights”
	C. Y	
	D. Y	
	E. P	The term “Roaring Twenties” is not explicitly stated anywhere in the topic.
	F. Y	
	G. Y	
	H. P	Could this topic be embedded in the other topics?
	I. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	Assuming the content is delivered in the 10 <sup>th</sup> grade
	B. Y	While the historic documents referenced relate more to the 8 <sup>th</sup> grade curriculum, the students should be able to comprehend the major themes of such documents.
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Y	Urges students to think critically, vet sources and develop stances based on credible information
	B. Y	Although the timeline for the course is post-Reconstruction, revisiting the documents transitions well to the American Government course.
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
Does the element <b>support subject matter comprehension?</b>	A. Y	The major themes of post-Civil War American History are discussed throughout the course.
	B. Y	The Declaration of Independence, Bill of Rights, Constitution etc. are essential components of US History.
	C. Y	
	D. P	Woodrow Wilson's Fourteen Points is not mentioned in this topic.
	E. Y	The Great Depression is a monumental event in US/World history.
	F. Y	I like the how this topic creates a dichotomy between the US's level of involvement pre/post the Pearl Harbor attack.
	G. Y	This topic relates well with Modern World History content.
	H. Y	Although I am not sure that the content needs a stand-alone topic.
	I. Y	I think this topic captures the economic/political events of the era.
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	The major themes of post-Civil War American History are discussed throughout the course.

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Y	
	C. P	It would be nice if Ohio's role in industrialization ("Porkopolis", Goodrich, Hopewell Furnace, etc.) and the Progressive Era (various Presidents, organized labor unions) were discussed.
	D. Y	This topic builds on ideas such as the Monroe Doctrine and Manifest Destiny and provides a lens to the political climate of the era.
	E. Y	
	F. Y	It could be possible to mention the environmental ramifications of using nuclear weapons; it would be a good cross-content connection.
	G. Y	
	H. Y	
	I. Y	
	Does the element <b>promote lifelong learning</b> ?	A. Y
B. Y		Many, if not all, of the historical documents embedded in the course still impact the lives of US citizens today.
C. Y		
D. Y		
E. Y		
F. Y		
G. Y		
H. Y		

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	I. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	It could be possible to mention the environmental ramifications of using nuclear weapons; it would be a good cross-content connection with earth sciences.
	G. Y	
	H. Y	
	I. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	I believe a student who participates in this course will transition well into a college-level history course.
	B. Y	Historical documents will more than likely be a major theme of college history courses.
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	Skills learned in this course create a solid foundation for a student to continue his/her academic career.

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
	Does the element <b>meet the definition of a standard?</b>	A. Y
B. Y		
C. Y		
D. Y		
E. Y		
F. Y		
G. Y		
H. Y		
I. Y		

## Ohio Standards Committee Review Form

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**Lifelong Learning** –the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Global Connections</li> <li>B. Civic Participation and Skills</li> <li>C. Civil and Human Rights</li> <li>D. Sustainability</li> <li>E. Technology</li> <li>F. National Security and International Diplomacy</li> <li>G. The Global Economy</li> </ul>
<b>High School Course Under Review</b>	Contemporary World Issues

**Review level**

**Yes** it meets the review criteria

**Partially** meets the review criteria or **undetermined**

**No** it does not meet the review criteria

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
Is the element <b>grade level appropriate</b> ? *I guess it depends on what grade the content is delivered. I think it would be more difficult to understand without background information of prior events.	A. P	
	B. P	
	C. P	
	D. P	
	E. P	
	F. P	
	G. P	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
<p>Does the element <b>support subject matter comprehension</b>?</p>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
<p>Does the element <b>promote essential knowledge in the subject</b>?</p> <p>*I like the tie-ins to the economy, specifically the global economy.</p> <p>*I would suggest an update to include the recent recession.</p>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
<p>Does the element <b>promote lifelong learning</b>?</p>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	F. Y	
	G. Y	
<b>Does the element promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
<b>Does the element promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
<b>Does the element reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	F. Y	
	G. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	

## Ohio Standards Committee Review Form

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Economic Decision Making and Skills</li> <li>B. Fundamentals of Economics</li> <li>C. Government and the Economy</li> <li>D. Global Economy</li> <li>E. Working and Earning</li> <li>F. Financial Responsibility and Money Management</li> <li>G. Saving and Investing</li> <li>H. Credit and Debt</li> <li>I. Risk Management</li> </ul>
<b>High School Course Under Review</b>	Economics and Financial Literacy

**Review level**

**Yes** it meets the review criteria

**Partially** meets the review criteria or **undetermined**

**No** it does not meet the review criteria

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	G. Y	
	H. Y	
	I. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
	G. Y	
	H. Y	
	I. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	

Overall, a well-designed syllabus that provides an adequate amount of theory and practical application.

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (1)(2)(a)

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### Definitions

**Clear** - Easily understood; free from doubt or confusion

**College and Career Readiness** - remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** - Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

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**Remediation** - a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
<b>Element Under Review (Theme, Area, Strand)</b>	Topics: <ul style="list-style-type: none"> <li>A. Historical Thinking and Skills</li> <li>B. Age of Enlightenment (1600-1800)</li> <li>C. Age of Revolutions (1750-1914)</li> <li>D. Imperialism (1800-1914)</li> <li>E. Achievements and Crises (1900-1945)</li> <li>F. The Cold War (1945-1991)</li> <li>G. Globalization (1991-Present)</li> </ul>
<b>High School Course Under Review</b>	Modern World History

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

# Standards Committee Review Form

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element clear and concise?	A. P	Content Statement 3 could change support or refute positions to evaluate historical events
	B. Y	
	C. Y	
	D. P	Could content statements 10 and 11 be consolidated.
	E. P	Content statement 16 is wordy and contains information for content elaborations
	F. Y	
	G. P	Content statement 23 could be shortened to "... challenges for the world."
Is the element grade level appropriate?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
Does the element promote higher student performance, learning and improved student achievement?	A. Y	Promotes higher-level thinking skills
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	

Review Criteria	Review Level	Notes
Does the element support subject matter comprehension?	A. Y	Critical thinking skills are necessary for in-depth historical <del>any</del> analysis
	B. Y	Also, <del>WII</del> lays a foundation for American History <del>interest</del>
	C. Y	Precursor to events discussed in American History - war of Independence / Industrial revolution
	D. Y	
	E. Y	
	F. Y	
	G. Y	
Does the element promote essential knowledge in the subject?	A. Y	
	B. Y	The Enlightenment is a major point/era in World History
	C. Y	
	D. Y	
	E. Y	<del>One</del> Dip into the World Wars with a global lens.
	F. Y	The Cold War had global ramifications.
	G. Y	
Does the element promote lifelong learning?	A. Y	
	B. Y	Cross- <del>cont</del> content connection with Science in the Scientific Revolution.
	C. Y	
	D. Y	
	E. Y	

Review Criteria	Review Level	Notes
	F. Y	
	G. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	

Review Criteria	Review Level	Notes
	F. Y	
	G. Y	
Does the element meet the definition of a standard?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	



# Ohio Standards Committee Review Form

## Ohio Revised Code 3301.079 (I)(2)(a)

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Matt Exline
Element Under Review (Theme, Area, Strand)	Topics: A. Spatial Thinking and Skills B. Environment and Society C. Movement D. Region E. Human Settlement F. Globalization
<b>High School Course Under Review</b>	World Geography

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?  *Most Content Statements contain examples that would be best suited for the Model Curriculum.	A. P	
	B. P	
	C. P	
	E. P	
	F. P	
	G. P	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Y	
	E. Y	
	F. Y	
<p>Does the element <b>promote essential knowledge in the subject?</b></p> <p>Geography, in and of itself, is essential knowledge in Social Studies</p>	A. Y	
	B. Y	
	C. Y	
	C. Y	
	D. Y	
	E. Y	
<p>Does the element <b>promote lifelong learning?</b></p>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
<p>Does the element <b>promote the liberal arts tradition?</b></p>	A. Y	
	B. Y	
	C. Y	
	D. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	E. Y	
	F. Y	
<p>Does the element <b>promote college and career readiness?</b></p> <p>*I think the course provides a solid foundation for deeper analysis in a college-level course.</p>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
<p>Does the element <b>reduce the need for remediation?</b></p>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
<p>Does the element <b>meet the definition of a standard?</b></p>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	

# Ohio Standards Committee Review Form

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<b><i>Social Studies</i></b>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>  <b>Theme is: A Child's Place in Time and Space</b>  <b>Area is: Social Studies</b>	Theme: A Child's Place in Time and Space  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Kindergarten

**Review level**      **Y = Yes** it meets the review criteria as outlined on definitions sheet  
**P = Partially** meets the review criteria or **undetermined**  
**N = No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?  Element Equals: (Theme, Area, Strand)	A. Y	
	B. Y	
	C. Y	
	D. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate?</b>	A. Y	
	B. y	
	C. y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. P	Depends on how taught (Promote or ensure?) Use, communicate, discuss, recognize (Discuss uses DOK/Blooms more than the recall)
	B. P	Depends on how taught (Promote or ensure?) Describe, create, identify, identify (Create, compare and contrast = good)
	C. P	Achievement??? But will ensure positive citizenship
	D. P	All depends on the teacher –see above
Does the element <b>support subject matter comprehension?</b>	A. P	Comprehension Y Application P
	B. P	Comprehension Y Application P
	C. p	Comprehension Y Application P
	D. P	Comprehension Y Application P
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	
	C. Y	In my opinion this is essential.
	D. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	Builds a foundation even though simplistic.
	B. Y	Builds a foundation even though simplistic.
	C. Y	Builds a foundation even though simplistic.



## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D.	Builds a foundation even though simplistic.
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	I answered “yes” to all as each provides a foundation of learning. Don’t know if this fully answers.
	B. Y	I answered “yes” to all as each provides a foundation of learning. Don’t know if this fully answers.
	C. Y	I answered “yes” to all as each provides a foundation of learning. Don’t know if this fully answers.
	D. Y	I answered “yes” to all as each provides a foundation of learning. Don’t know if this fully answers.
Does the element <b>reduce the need for remediation?</b>	A. P	Don’t need this for a college class prerequisite but it is foundation knowledge to build to a college class prereq situation
	B. P	Don’t need this for a college class prerequisite but it is foundation knowledge to build to a college class prereq situation
	C. P	Don’t need this for a college class prerequisite but it is foundation knowledge to build to a college class prereq situation
	D. P	Don’t need this for a college class prerequisite but it is foundation knowledge to build to a college class prereq situation
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

# Ohio Standards Committee Review Form

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Families Now and Long Ago, Near and Far  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade One

**Review level**      Y = **Yes** it meets the review criteria  
                              P = **Partially** meets the review criteria or **undetermined**  
                              N = **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	Built on grade K foundation.
	C. Y	
	D. Y	Built on grade K foundation. <b>Solid connection.</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	Learning tasks are slightly more complex than grade K.
	B. Y	Easy connection for increased learning when compared to grade K. Terms have now turned to “how” to use.
	C. P	Some degree of disconnect via the assumptions of what was actually learned in grade K.
	D. Y	Demonstrates responsibility when proficient.
Does the element <b>support subject matter comprehension</b> ?	A. Y	Assessment begins to play a bigger role to determine depth of comprehension. Cross curricular learning can be identified.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	How ones keys in on “essential” is up for interpretation.
	B. Y	How ones keys in on “essential” is up for interpretation.
	C. Y	How ones keys in on “essential” is up for interpretation.
	D. Y	How ones keys in on “essential” is up for interpretation.
Does the element <b>promote lifelong learning</b> ?	A. Y	Yes, provides a foundation.
	B. Y	Again increases foundation knowledge.
	C. Y	Group

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Y	For sue but many adults have not learned these elements.
<p>Does the element <b>promote the liberal arts tradition?</b></p> <p>ALMOST ANYTHING CAN BE CONSIDERED LIBERAL ARTS???</p>	A. Y	Cross curricular pieces.
	B. Y	
	C. Y	
	D. Y	
<p>Does the element <b>promote college and career readiness?</b></p> <p>YOU COULD ARGUE ALL FOUNDATIONS PROVIDE FUTURE SUCCESS IN MANY ASPECTS OF LIFE.</p>	A. Y	Foundation for readiness
	B. Y	Everything properly learned and used promotes readiness
	C. Y	Yes, group work and different rules for different settings.
	D. Y	
<p>Does the element <b>reduce the need for remediation?</b></p>	A. Y	If the skills are indeed a part of the learner.
	B. P	Depends on the learner and the instructor too.
	C. P	Some adults do not have a command for these skills. Remediation always necessary.
	D.	
<p>Does the element <b>meet the definition of a standard?</b></p>	A. Y	Very easy to follow and know what is expected. The tough part is guaranteed achievement by all learners.
	B. Y	Very easy to follow and know what is expected. The tough part is guaranteed achievement by all learners.
	C. Y	Achievement and mastery are key. BIG job to ensure!!
	D. Y	

# Ohio Standards Committee Review Form

## Ohio Revised Code 3301.079 (I)(2)(a)

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Sue Goodsite – I may have put too many notes but the review is becoming repetitious and ensured mastery is hard to gauge as we are dealing with people not product.
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Families People Working Together  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Two

**Review level**            **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	First time we see tech mentioned.
	B. Y	Human activities mentioned for first time.
	C. Y	
	D. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	Specific tie to science noted.

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Y	
	C. Y	
	D. Y	More specifics listed. Bar graphs.
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Y	With greater complexity comes higher performance to master and understand.
	B. Y	With greater complexity comes higher performance to master and understand.
	C. Y	With greater complexity comes higher performance to master and understand.
	D. Y	With greater complexity comes higher performance to master and understand.
Does the element <b>support subject matter comprehension?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. P	We are now building on previous knowledge yet new essential knowledge based on age is being introduced.
	B. P	We are now building on previous knowledge yet new essential knowledge based on age is being introduced.
	C. P	We are now building on previous knowledge yet new essential knowledge based on age is being introduced.
	D. P	We are now building on previous knowledge yet new essential knowledge based on age is being introduced.
Does the element <b>promote lifelong learning?</b>	A. Y	No major items stand out. All elements promote lifelong learning if taught and mastered to some degree.
	B. Y	No major items stand out. All elements promote lifelong learning if taught and mastered to some degree.
	C. Y	No major items stand out. All elements promote lifelong learning if taught and mastered to some degree.
	D. Y	No major items stand out. All elements promote lifelong learning if taught and mastered to some degree.
Does the element <b>promote the liberal arts tradition?</b>	A. Y	Answered w/o a great deal of consideration as almost any learning would be applicable to liberal arts.



## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Y	Answered w/o a great deal of consideration as almost any learning would be applicable to liberal arts.
	C. Y	Answered w/o a great deal of consideration as almost any learning would be applicable to liberal arts.
	D. Y	Answered w/o a great deal of consideration as almost any learning would be applicable to liberal arts.
Does the element <b>promote college and career readiness</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation</b> ?	A. P	There is a clear foundation of what knowledge is to be mastered but the student's brain and the teacher's teaching dictate if the is reality.
	B. P	There is a clear foundation of what knowledge is to be mastered but the student's brain and the teacher's teaching dictate if the is reality.
	C. P	There is a clear foundation of what knowledge is to be mastered but the student's brain and the teacher's teaching dictate if the is reality.
	D. P	There is a clear foundation of what knowledge is to be mastered but the student's brain and the teacher's teaching dictate if the is reality.
Does the element <b>meet the definition of a standard</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	Expanding scope of content statements.

# Ohio Standards Committee Review Form

## Ohio Revised Code 3301.079 (I)(2)(a)

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: A Child's place in Time and Space  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Three

**Review level**      **Yes** it meets the review criteria  
                           **Partially** meets the review criteria or **undetermined**  
                           **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. P	<b>Who defines the common good?</b>
	D. P	<b>Scarcity – second part??</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Y	Depends on how taught and presented. Use Model curriculum as a guideline.
	B. Y	Depends on how taught and presented. Use Model curriculum as a guideline.
	C. Y	Depends on how taught and presented. Use Model curriculum as a guideline.
	D. Y	Depends on how taught and presented. Use Model curriculum as a guideline.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	Depends heavily on how assessed.
	B. Y	Depends heavily on how assessed.
	C. Y	Depends heavily on how assessed.
	D. Y	Depends heavily on how assessed.
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	But also builds on previous knowledge.
	B. Y	But also builds on previous knowledge.
	C. Y	But also builds on previous knowledge.
	D. Y	But also builds on previous knowledge.
Does the element <b>promote lifelong learning</b> ?	A. Y	Speaks to change over time.
	B. Y	Daily life is influenced.
	C. Y	
	D. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. P	
	B. P	
	C. P	
	D. P	
Does the element <b>promote college and career readiness?</b>	A. Y	Promotes engagement and social awareness.
	B. Y	Promotes engagement and social awareness.
	C. Y	Promotes engagement and social awareness.
	D. Y	Promotes engagement and social awareness.
Does the element <b>reduce the need for remediation?</b>	A. P	Concepts probably will not be mastered by all students. A repeat in subsequent grade levels will be essential.
	B. P	Concepts probably will not be mastered by all students. A repeat in subsequent grade levels will be essential.
	C. P	Concepts probably will not be mastered by all students. A repeat in subsequent grade levels will be essential.
	D. P	Concepts probably will not be mastered by all students. A repeat in subsequent grade levels will be essential.
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: A Child's place in Time and Space  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Four

**Review level**      **Yes** it meets the review criteria  
                              **Partially** meets the review criteria or **undetermined**  
                              **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	Human characteristic of Ohio?
	C. Y	
	D. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. P	Lifelong learning will be a choice?
	B. P	
	C. Y	Speaks to participation.
	D. Y	Speaks to saving for well-being in the future.



## Standards Committee Review Form

Review Criteria	Review Level	Notes
<b>Does the element promote the liberal arts tradition?</b>	A. Y	This is hard to dissect as all learning points to a liberal arts tradition until learning becomes very specific.
	B. Y	This is hard to dissect as all learning points to a liberal arts tradition until learning becomes very specific.
	C. Y	This is hard to dissect as all learning points to a liberal arts tradition until learning becomes very specific.
	D. Y	This is hard to dissect as all learning points to a liberal arts tradition until learning becomes very specific.
<b>Does the element promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
<b>Does the element reduce the need for remediation?</b>	A. Y	Not unlike other grade levels some things will be taught to mastery, some will be built upon, and some will be introduced.
	B. Y	Not unlike other grade levels some things will be taught to mastery, some will be built upon, and some will be introduced.
	C. Y	Not unlike other grade levels some things will be taught to mastery, some will be built upon, and some will be introduced.
	D. Y	Not unlike other grade levels some things will be taught to mastery, some will be built upon, and some will be introduced.
<b>Does the element meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: A Child's place in Time and Space  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Five

**Review level**      **Yes** it meets the review criteria  
                           **Partially** meets the review criteria or **undetermined**  
                           **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	Like the multi-tiered timelines.
	B. Y	
	C. Y	
	D. Y	Graphs

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. P	Good to know but when in life really used?
	B. Y	
	C. Y	Very much supports lifelong learning.
	D. Y	Very much supports lifelong learning.

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. P	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

# Ohio Standards Committee Review Form

## Ohio Revised Code 3301.079 (I)(2)(a)

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## Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** –the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

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<b>Standards Committee (Content Area)</b>	<b><i>Social Studies</i></b>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: A Child’s place in Time and Space  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Six

**Review level**            **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

<b>Review Criteria</b>	<b>Review Level</b>	<b>Notes</b>
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	Two comparisons of the same time period.
	B. Y	Comparisons and contrast: map and globe. Compare yet contrast: latitude and longitude.
	C. Y	Different perspectives and “examine”.
	D. Y	Compare data and draw conclusions. Evaluate choices.
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	Higher level more and more clear and defined.
	B. Y	Higher level more and more clear and defined.
	C. Y	Higher level more and more clear and defined.
	D. Y	Higher level more and more clear and defined.



Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	Life skills easily noted.
	B. Y	Life skills easily noted.
	C. Y	Life skills easily noted.
	D. Y	Life skills easily noted.
Does the element <b>reduce the need for remediation?</b>	A. P	All should continue to be revisited.
	B. P	All should continue to be revisited.
	C. P	All should continue to be revisited.
	D. P	All should continue to be revisited.
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	

# Ohio Standards Committee Review Form

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: A Child's place in Time and Space  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Eight

**Review level**            **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. P	Maybe not as concise but enjoyable to learn about as this is "us".
	B. Y	
	C. Y	Great classroom activities to promote higher level of thinking possible here.
	D. Y	Wonderful learning here.
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	Should be taught far earlier to students BUT the parents need to relearn first.

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Y	
	B. Y	
	C. Y	
	D. P	Our government does not show and model good spending habits. How can proper spending etc. really be taught when students have such poor example in the government and many at home too.
Does the element <b>support subject matter comprehension?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	Interesting learning.
	C. Y	
	D. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	Hopefully a life of engagement on issues that matter in ur country.
	B. Y	
	C. Y	Very important to lifelong learning and participation in the activities of our government.
	D. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Y	
Does the element <b>promote college and career readiness</b> ?	A. Y	Career much more than say grade seven. More relatable to the student and our country.
	B. Y	
	C. Y	
	D. Y	
Does the element <b>reduce the need for remediation</b> ?	A. P	Remediation and relating back will always be necessary.
	B. Y	
	C. Y	Always needs remediation as the country is ever changing.
	D. P	Remediation is necessary from the Whitehouse to each and every family! Too many spend and then try to figure out how to pay. Saving for many is a foreign concept.
Does the element <b>meet the definition of a standard</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	

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<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Civic Involvement</li> <li>B. Civic Participation and Skills</li> <li>C. Basic Principles of the U.S. Constitution</li> <li>D. Structure and Functions of the Federal Government</li> <li>E. Role of the People</li> <li>F. Ohio's State and Local Governments</li> <li>G. Public Policy</li> <li>H. Government and the Economy</li> </ul>
<b>High School Course Under Review</b>	American Government

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. P	Too specific – could be explained in-depth in Model Curriculum as opposed to here??
	D. Y	
	E. P	“Broaden opportunities for participation”
	F. Y	
	G. Y	
	H. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	Always depends on presentation, grade level of student and the foundation of knowledge previously taught and retrained.
	B. Y	Always depends on presentation, grade level of student and the foundation of knowledge previously taught and retrained.
	C. Y	Always depends on presentation, grade level of student and the foundation of knowledge previously taught and retrained.
	D. Y	Always depends on presentation, grade level of student and the foundation of knowledge previously taught and retrained.
	E. Y	Always depends on presentation, grade level of student and the foundation of knowledge previously taught and retrained.
	F. Y	Always depends on presentation, grade level of student and the foundation of knowledge previously taught and retrained.
	G. Y	Always depends on presentation, grade level of student and the foundation of knowledge previously taught and retrained.
	H. Y	Always depends on presentation, grade level of student and the foundation of knowledge previously taught and retrained.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	Yes, when presented with fidelity and ongoing assessment.
	B. Y	Yes, when presented with fidelity and ongoing assessment.
	C. Y	Yes, when presented with fidelity and ongoing assessment.
	D. Y	Yes, when presented with fidelity and ongoing assessment.
	E. Y	Yes, when presented with fidelity and ongoing assessment.



Review Criteria	Review Level	Notes
	F. Y	Yes, when presented with fidelity and ongoing assessment.
	G. Y	Yes, when presented with fidelity and ongoing assessment.
	H. Y	Yes, when presented with fidelity and ongoing assessment.
Does the element <b>support subject matter comprehension</b> ?	A. Y	Depends on assessment elements.
	B. Y	Depends on assessment elements.
	C. Y	Depends on assessment elements.
	D. Y	Depends on assessment elements.
	E. Y	Depends on assessment elements.
	F. Y	Depends on assessment elements.
	G. Y	Depends on assessment elements.
	H. Y	Depends on assessment elements.
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	If using Blooms or DOK to measure learning targets etc.
	B. Y	If using Blooms or DOK to measure learning targets etc.
	C. Y	If using Blooms or DOK to measure learning targets etc.
	D. Y	If using Blooms or DOK to measure learning targets etc.
	E. Y	If using Blooms or DOK to measure learning targets etc.
	F. Y	If using Blooms or DOK to measure learning targets etc.
	G. Y	If using Blooms or DOK to measure learning targets etc.
	H. Y	If using Blooms or DOK to measure learning targets etc.
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	

Review Criteria	Review Level	Notes
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	

Review Criteria	Review Level	Notes
	F. Y	
	G. Y	
	H. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	History is ever changing. Remediation will always be necessary.
	B. Y	History is ever changing. Remediation will always be necessary.
	C. Y	History is ever changing. Remediation will always be necessary.
	D. Y	History is ever changing. Remediation will always be necessary.
	E. Y	History is ever changing. Remediation will always be necessary.
	F. Y	History is ever changing. Remediation will always be necessary.
	G. Y	History is ever changing. Remediation will always be necessary.
	H. Y	History is ever changing. Remediation will always be necessary.
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
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<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Historical Thinking and Skills</li> <li>B. Historic Documents</li> <li>C. Industrialization and Progressivism (1877-1920)</li> <li>D. Foreign Affairs from Imperialism to Post-World War I (1898-1930)</li> <li>E. Prosperity, Depression and the New Deal (1919-1941)</li> <li>F. From Isolation to World War (1930-1945)</li> <li>G. The Cold War (1945-1991)</li> <li>H. Social Transformations in the United States (1945-1994)</li> <li>I. United States and the Post-Cold War World (1991-Present)</li> </ul>
<b>High School Course Under Review</b>	American History

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. P	EXPERIENCED A STRUGGLE – SOUNDS AS IF THIS IS “HISTORY”
	I. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	WHAT GRADE LEVEL? DISTRICT OPTIONAL. STUDENT CHOICE IN SOME CASES.
	B. Y	WHAT GRADE LEVEL? DISTRICT OPTIONAL. STUDENT CHOICE IN SOME CASES.
	C. Y	WHAT GRADE LEVEL? DISTRICT OPTIONAL. STUDENT CHOICE IN SOME CASES.
	D.Y	WHAT GRADE LEVEL? DISTRICT OPTIONAL. STUDENT CHOICE IN SOME CASES.
	D. Y	WHAT GRADE LEVEL? DISTRICT OPTIONAL. STUDENT CHOICE IN SOME CASES.
	E. Y	WHAT GRADE LEVEL? DISTRICT OPTIONAL. STUDENT CHOICE IN SOME CASES.
	F. Y	WHAT GRADE LEVEL? DISTRICT OPTIONAL. STUDENT CHOICE IN SOME CASES.
	G. Y	WHAT GRADE LEVEL? DISTRICT OPTIONAL. STUDENT CHOICE IN SOME CASES.
	H. Y	WHAT GRADE LEVEL? DISTRICT OPTIONAL. STUDENT CHOICE IN SOME CASES.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	CREATE COMPELLING QUESTIONS – BIG IDEA
	B. Y	
	C. Y	

Review Criteria	Review Level	Notes
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
Does the element <b>support subject matter comprehension?</b>	A. Y	DEPENDS ON DEMONSTRATED USE OF FORMATIVE AND SUMMATIVE ASSESSMENTS BY THE INSTRUCTOR
	B. Y	DEPENDS ON DEMONSTRATED USE OF FORMATIVE AND SUMMATIVE ASSESSMENTS BY THE INSTRUCTOR
	C. Y	DEPENDS ON DEMONSTRATED USE OF FORMATIVE AND SUMMATIVE ASSESSMENTS BY THE INSTRUCTOR
	D. Y	DEPENDS ON DEMONSTRATED USE OF FORMATIVE AND SUMMATIVE ASSESSMENTS BY THE INSTRUCTOR
	E. Y	DEPENDS ON DEMONSTRATED USE OF FORMATIVE AND SUMMATIVE ASSESSMENTS BY THE INSTRUCTOR
	F. Y	DEPENDS ON DEMONSTRATED USE OF FORMATIVE AND SUMMATIVE ASSESSMENTS BY THE INSTRUCTOR
	G. Y	DEPENDS ON DEMONSTRATED USE OF FORMATIVE AND SUMMATIVE ASSESSMENTS BY THE INSTRUCTOR
	H. Y	DEPENDS ON DEMONSTRATED USE OF FORMATIVE AND SUMMATIVE ASSESSMENTS BY THE INSTRUCTOR
	I. Y	DEPENDS ON DEMONSTRATED USE OF FORMATIVE AND SUMMATIVE ASSESSMENTS BY THE INSTRUCTOR
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	

Review Criteria	Review Level	Notes
	G. Y	
	H. Y	
	I. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	LIFE LONG LEARNING IS PROMOTED VIA HIGHER LEVEL ACTIVITIES THAT ARE REVELANT AND SUPPORTED
	B. Y	LIFE LONG LEARNING IS PROMOTED VIA HIGHER LEVEL ACTIVITIES THAT ARE REVELANT AND SUPPORTED
	C. Y	LIFE LONG LEARNING IS PROMOTED VIA HIGHER LEVEL ACTIVITIES THAT ARE REVELANT AND SUPPORTED
	D. Y	LIFE LONG LEARNING IS PROMOTED VIA HIGHER LEVEL ACTIVITIES THAT ARE REVELANT AND SUPPORTED
	E. Y	LIFE LONG LEARNING IS PROMOTED VIA HIGHER LEVEL ACTIVITIES THAT ARE REVELANT AND SUPPORTED
	F. Y	LIFE LONG LEARNING IS PROMOTED VIA HIGHER LEVEL ACTIVITIES THAT ARE REVELANT AND SUPPORTED
	G. Y	LIFE LONG LEARNING IS PROMOTED VIA HIGHER LEVEL ACTIVITIES THAT ARE REVELANT AND SUPPORTED
	H. Y	LIFE LONG LEARNING IS PROMOTED VIA HIGHER LEVEL ACTIVITIES THAT ARE REVELANT AND SUPPORTED
	I. Y	LIFE LONG LEARNING IS PROMOTED VIA HIGHER LEVEL ACTIVITIES THAT ARE REVELANT AND SUPPORTED
Does the element <b>promote the liberal arts tradition?</b>	A. Y	YES, AS TOUCHES ON LITERATURE, PHILOSOPHY, HISTORY AND MAY BE USED IN CROSS CURRICULAR LESSON PLANNING AND DELIVERY
	B. Y	YES, AS TOUCHES ON LITERATURE, PHILOSOPHY, HISTORY AND MAY BE USED IN CROSS CURRICULAR LESSON PLANNING AND DELIVERY
	C. Y	YES, AS TOUCHES ON LITERATURE, PHILOSOPHY, HISTORY AND MAY BE USED IN CROSS CURRICULAR LESSON PLANNING AND DELIVERY
	D. Y	YES, AS TOUCHES ON LITERATURE, PHILOSOPHY, HISTORY AND MAY BE USED IN CROSS CURRICULAR LESSON PLANNING AND DELIVERY
	E. Y	YES, AS TOUCHES ON LITERATURE, PHILOSOPHY, HISTORY AND MAY BE USED IN CROSS CURRICULAR LESSON PLANNING AND DELIVERY
	F. Y	YES, AS TOUCHES ON LITERATURE, PHILOSOPHY, HISTORY AND MAY BE USED IN CROSS CURRICULAR LESSON PLANNING AND DELIVERY



Review Criteria	Review Level	Notes
	G. Y	YES, AS TOUCHES ON LITERATURE, PHILOSOPHY, HISTORY AND MAY BE USED IN CROSS CURRICULAR LESSON PLANNING AND DELIVERY
	H. Y	YES, AS TOUCHES ON LITERATURE, PHILOSOPHY, HISTORY AND MAY BE USED IN CROSS CURRICULAR LESSON PLANNING AND DELIVERY
	I. Y	YES, AS TOUCHES ON LITERATURE, PHILOSOPHY, HISTORY AND MAY BE USED IN CROSS CURRICULAR LESSON PLANNING AND DELIVERY
Does the element <b>promote college and career readiness?</b>	A. Y	DEPENDS ON REQUIRED MASTERY AS POTENTIALLY EXTRACTED ON ASSESSMENTS.
	B. Y	DEPENDS ON REQUIRED MASTERY AS POTENTIALLY EXTRACTED ON ASSESSMENTS.
	C. Y	DEPENDS ON REQUIRED MASTERY AS POTENTIALLY EXTRACTED ON ASSESSMENTS.
	D. Y	DEPENDS ON REQUIRED MASTERY AS POTENTIALLY EXTRACTED ON ASSESSMENTS.
	E. Y	DEPENDS ON REQUIRED MASTERY AS POTENTIALLY EXTRACTED ON ASSESSMENTS.
	F. Y	DEPENDS ON REQUIRED MASTERY AS POTENTIALLY EXTRACTED ON ASSESSMENTS.
	G. Y	DEPENDS ON REQUIRED MASTERY AS POTENTIALLY EXTRACTED ON ASSESSMENTS.
	H. Y	DEPENDS ON REQUIRED MASTERY AS POTENTIALLY EXTRACTED ON ASSESSMENTS.
	I. Y	DEPENDS ON REQUIRED MASTERY AS POTENTIALLY EXTRACTED ON ASSESSMENTS.
Does the element <b>reduce the need for remediation?</b>	A. Y	CONSIDERABLE AMOUNT OF NEW LEARNING – “NEW STUFF” – GREAT CONTENT MAY DEVELOP A LOVE OF HISTROY IF APPROCHED CORRECTLY
	B. Y	CONSIDERABLE AMOUNT OF NEW LEARNING – “NEW STUFF” – GREAT CONTENT MAY DEVELOP A LOVE OF HISTROY IF APPROCHED CORRECTLY
	C. Y	CONSIDERABLE AMOUNT OF NEW LEARNING – “NEW STUFF” – GREAT CONTENT MAY DEVELOP A LOVE OF HISTROY IF APPROCHED CORRECTLY
	D. Y	CONSIDERABLE AMOUNT OF NEW LEARNING – “NEW STUFF” – GREAT CONTENT MAY DEVELOP A LOVE OF HISTROY IF APPROCHED CORRECTLY
	E. Y	CONSIDERABLE AMOUNT OF NEW LEARNING – “NEW STUFF” – GREAT CONTENT MAY DEVELOP A LOVE OF HISTROY IF APPROCHED CORRECTLY
	F. Y	CONSIDERABLE AMOUNT OF NEW LEARNING – “NEW STUFF” – GREAT CONTENT MAY DEVELOP A LOVE OF HISTROY IF APPROCHED CORRECTLY
	G. Y	CONSIDERABLE AMOUNT OF NEW LEARNING – “NEW STUFF” – GREAT CONTENT MAY DEVELOP A LOVE OF HISTROY IF APPROCHED CORRECTLY
	H. Y	CONSIDERABLE AMOUNT OF NEW LEARNING – “NEW

Review Criteria	Review Level	Notes
		STUFF” – GREAT CONTENT MAY DEVELOP A LOVE OF HISTROY IF APPROCHED CORRECTLY
	I. Y	CONSIDERABLE AMOUNT OF NEW LEARNING – “NEW STUFF” – GREAT CONTENT MAY DEVELOP A LOVE OF HISTROY IF APPROCHED CORRECTLY
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	

## Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

<sup>1</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/clear>

<sup>2</sup> Ohio Uniform Statewide Standards for Remediation-Free Status:

[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

<sup>3</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/concise>

<sup>4</sup> The Glossary of Education Reform: <http://edglossary.org/standards-based/>

<sup>5</sup> Vocabulary.com: <http://www.vocabulary.com/dictionary/grade-appropriate>

<sup>6</sup> Encyclopaedia Britannica: <http://www.britannica.com/EBchecked/topic/339020/liberal-arts>

<sup>7</sup> Wikipedia: [http://en.wikipedia.org/wiki/Lifelong\\_learning](http://en.wikipedia.org/wiki/Lifelong_learning)

<sup>8</sup> Ohio Revised Code 333.041: <http://codes.ohio.gov/orc/3333.041>

<sup>9</sup> Education Portal: <http://education-portal.com/academy/lesson/student-achievement-definition-factors-research.html>

<sup>10</sup> United States Department of Education: <http://www.ed.gov/race-top/district-competition/definitions>

<sup>11</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/comprehension>

<sup>12</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/subject%20matter>

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Global Connections</li> <li>B. Civic Participation and Skills</li> <li>C. Civil and Human Rights</li> <li>D. Sustainability</li> <li>E. Technology</li> <li>F. National Security and International Diplomacy</li> <li>G. The Global Economy</li> </ul>
<b>High School Course Under Review</b>	Contemporary World Issues

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. y	
	B. y	
	C. y	
	D. y	
	E. y	
	F. y	
	G. y	
Is the element <b>grade level appropriate</b> ?	A. y	
	B. y	
	C. y	
	D. y	
	E. y	
	F. y	
	G. y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. y	
	B. y	
	C. y	
	D. y	
	E. y	
	F. y	
	G. y	

Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension?</b>	A. y	
	B. y	
	C. y	
	D. y	
	E. y	
	F. y	
	G. y	
Does the element <b>promote essential knowledge in the subject?</b>	A. y	
	B. y	
	C. y	
	D. y	
	E. y	
	F. y	
	G. y	
Does the element <b>promote lifelong learning?</b>	A. y	
	B. y	
	C. y	
	D. y	
	E. y	

Review Criteria	Review Level	Notes
	F. y	
	G. y	
Does the element <b>promote the liberal arts tradition?</b>	A. y	
	B. y	
	C. y	
	D. y	
	E. y	
	F. y	
	G. y	
Does the element <b>promote college and career readiness?</b>	A. y	
	B. y	
	C. y	
	D. y	
	E. y	
	F. y	
	G. y	
Does the element <b>reduce the need for remediation?</b>	A. y	
	B. y	
	C. y	
	D. y	
	E. y	

Review Criteria	Review Level	Notes
	F. y	
	G. y	
Does the element <b>meet the definition of a standard?</b>	A. y	
	B. y	
	C. y	
	D. y	
	E. y	
	F. y	
	G. y	



## Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

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**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

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<sup>1</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/clear>

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<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Economic Decision Making and Skills</li> <li>B. Fundamentals of Economics</li> <li>C. Government and the Economy</li> <li>D. Global Economy</li> <li>E. Working and Earning</li> <li>F. Financial Responsibility and Money Management</li> <li>G. Saving and Investing</li> <li>H. Credit and Debt</li> <li>I. Risk Management</li> </ul>
<b>High School Course Under Review</b>	Economics and Financial Literacy

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. P	#3
	C. P	#8
	D. P	#9
	E. Y	
	F. P	#15
	G. Y	
	H. P	#20/21
	I. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	So much depends on personal philosophy and approach to politics and finances
	B. Y	So much depends on personal philosophy and approach to politics and finances
	C. Y	So much depends on personal philosophy and approach to politics and finances
	D. Y	So much depends on personal philosophy and approach to politics and finances
	E. Y	So much depends on personal philosophy and approach to politics and finances
	F. Y	So much depends on personal philosophy and approach to politics and finances
	G. Y	So much depends on personal philosophy and approach to politics and finances
	H. Y	So much depends on personal philosophy and approach to politics and finances
	I. Y	So much depends on personal philosophy and approach to politics and finances
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	One hopes but does not seem so.
	B. Y	
	C. Y	

Review Criteria	Review Level	Notes
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
Does the element <b>support subject matter comprehension?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	

Review Criteria	Review Level	Notes
	G. Y	
	H. Y	
	I. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	So much depends on personal philosophy and approach to politics and finances
	B. Y	So much depends on personal philosophy and approach to politics and finances
	C. Y	So much depends on personal philosophy and approach to politics and finances
	D. Y	So much depends on personal philosophy and approach to politics and finances
	E. Y	So much depends on personal philosophy and approach to politics and finances
	F. Y	So much depends on personal philosophy and approach to politics and finances
	G. Y	So much depends on personal philosophy and approach to politics and finances
	H. Y	So much depends on personal philosophy and approach to politics and finances
	I. Y	So much depends on personal philosophy and approach to politics and finances
Does the element <b>promote the liberal arts tradition</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. P	

Review Criteria	Review Level	Notes
	G. Y	
	H. Y	
	I. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	

Review Criteria	Review Level	Notes
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
	H. Y	
	I. Y	

## Ohio Revised Code 3301.079 (I)(2)(a)

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<sup>3</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/concise>

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<sup>5</sup> Vocabulary.com: <http://www.vocabulary.com/dictionary/grade-appropriate>

<sup>6</sup> Encyclopaedia Britannica: <http://www.britannica.com/EBchecked/topic/339020/liberal-arts>

<sup>7</sup> Wikipedia: [http://en.wikipedia.org/wiki/Lifelong\\_learning](http://en.wikipedia.org/wiki/Lifelong_learning)

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<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Historical Thinking and Skills</li> <li>B. Age of Enlightenment (1600-1800)</li> <li>C. Age of Revolutions (1750-1914)</li> <li>D. Imperialism (1800-1914)</li> <li>E. Achievements and Crises (1900-1945)</li> <li>F. The Cold War (1945-1991)</li> <li>G. Globalization (1991-Present)</li> </ul>
<b>High School Course Under Review</b>	Modern World History

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	

Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
Does the element <b>promote lifelong learning</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	

Review Criteria	Review Level	Notes
	F. Y	
	G. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	

Review Criteria	Review Level	Notes
	F. Y	
	G. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
	G. Y	

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**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

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**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

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**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

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<b>Standards Committee (Content Area)</b>	<b><i>Social Studies</i></b>
<b>Committee Member Name</b>	Sue Goodsite
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Spatial Thinking and Skills</li> <li>B. Environment and Society</li> <li>C. Movement</li> <li>D. Region</li> <li>E. Human Settlement</li> <li>F. Globalization</li> </ul>
<b>High School Course Under Review</b>	World Geography

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Y	As with all the areas reviewed so much ultimately depends on what happens when the classroom door closes and a teacher “teaches”. An in-depth study of the Model Curriculum and the suggestions as to how each subject area should be presented would be valuable. Folks that are not steeped in the classroom presentation of these subject areas and contents within much approach this review in a far different manner than those steeped in content who currently teach. There is no doubt that personal opinion and how and where a person is raised and by whom etc. will impact how these works are taught.
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
Is the element <b>grade level appropriate</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
Does the element <b>support subject matter comprehension</b> ?	A. Y	



Review Criteria	Review Level	Notes
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
Does the element <b>promote essential knowledge in the subject?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
Does the element <b>promote lifelong learning?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
Does the element <b>promote the liberal arts tradition?</b>	A. Y	
	B. Y	

Review Criteria	Review Level	Notes
	C. Y	
	D. Y	
	E. Y	
	F. Y	
Does the element <b>promote college and career readiness?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
Does the element <b>reduce the need for remediation?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	
Does the element <b>meet the definition of a standard?</b>	A. Y	
	B. Y	
	C. Y	
	D. Y	
	E. Y	
	F. Y	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: A Child's Place in Time and Space  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Kindergarten

**Review level**            **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. yes	
	B. no	<b>Content statements 7 &amp; 8 do not seem clear after reviewing the aligned "topic"; additionally, the entire "human systems" piece, in Geography, at this grade level, seems a bit confusing, even inappropriate.</b>
	C. partial	<b>Content that focuses on "collective" not clear within Government strand</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. partial	<b>Entire strand is not clear, at this point.</b>
Is the element <b>grade level appropriate</b> ?	A. yes	
	B. partial	
	C. partial	
	D. no	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. yes	
	B. partial	
	C. no	
	D. no	
Does the element <b>support subject matter comprehension</b> ?	A. yes	
	B. no	No, for these 3 strands as majority of statements seem grade level inappropriate
	C. no	
	D. no	
Does the element <b>promote essential knowledge in the subject</b> ?	A. yes	
	B. no	
	C. partial	
	D. no	
Does the element <b>promote lifelong learning</b> ?	A. yes	
	B. partial	
	C. no	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. no	
Does the element <b>promote the liberal arts tradition?</b>	A. yes	
	B. no	
	C. no	
	D. no	
Does the element <b>promote college and career readiness?</b>	A. NA	Inappropriate to be reviewing for in Kindergarten
	B. NA	
	C. NA	
	D. NA	
Does the element <b>reduce the need for remediation?</b>	A. NA	Inappropriate to be reviewing for in Kindergarten
	B. NA	
	C. NA	
	D. NA	
Does the element <b>meet the definition of a standard?</b>	A. yes	
	B. partial	Yes for 5 & 6 No for 7 & 8
	C. no	
	D. no	Not “essential academic content” for Kinergarten

# Ohio Standards Committee Review Form

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## Definitions

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Families Now and Long Ago, Near and Far  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade One

**Review level**            **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise?</b>	A. partial	<b>#3 is not clear</b>
	B. no	<b>4 – yes 5 – partial 6- no 7-no</b>
	C. no	<b>8- no 9- no - these are behaviors, not an academic standard 10 – no, the academic standard is not clear</b>



## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. no	<b>11- no 12- no (career connection/first grade?) 13 – no – not clear &amp; concise</b>
Is the element <b>grade level appropriate?</b>	A. yes	
	B. no	Note to teacher? Unclear as to purpose
	C. NA	
	D. no	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A.	Maybe, but undetermined
	B.	undetermined
	C.	Undetermined
	D.	undetermined
Does the element <b>support subject matter comprehension?</b>	A.	
	B.	
	C.	
	D.	
Does the element <b>promote essential knowledge in the subject?</b>	A. yes	
	B. partial	
	C. no	
	D. no	
Does the element <b>promote lifelong learning?</b>	A. partial	
	B. no	
	C. partial	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D.partial	
Does the element <b>promote the liberal arts tradition?</b>	A. yes	
	B. no	
	C. no	
	D. no	
Does the element <b>promote college and career readiness?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>reduce the need for remediation?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>meet the definition of a standard?</b>	A. yes	
	B.partial	
	C. no	
	D. no	

# Ohio Standards Committee Review Form

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<sup>7</sup> Wikipedia: [http://en.wikipedia.org/wiki/Lifelong\\_learning](http://en.wikipedia.org/wiki/Lifelong_learning)

<sup>8</sup> Ohio Revised Code 333.041: <http://codes.ohio.gov/orc/3333.041>

<sup>9</sup> Education Portal: <http://education-portal.com/academy/lesson/student-achievement-definition-factors-research.html>

<sup>10</sup> United States Department of Education: <http://www.ed.gov/race-top/district-competition/definitions>

<sup>11</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/comprehension>

<sup>12</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/subject%20matter>

## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: People Working Together  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Two

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. partial	
	B. partial	<b>Note to teacher?</b>
	C. no	<b>How assessed? Behavioral academic standards?</b>
	D. no	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A.partial	
	B.no	5- yes -no 7-no 8- no 9-no
	C.no	
	D.no	13 – academic content for SS? 17 – no - career connection?
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.partial	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>support subject matter comprehension</b> ?	A.partial	
	B.partial	
	C. no	
	D. no	
Does the element <b>promote essential knowledge in the subject</b> ?	A.partial	1 & 2 - yes
	B.partial	5 - yes
	C.no	
	D. no	
Does the element <b>promote lifelong learning</b> ?	A. UD	
	B. UD	
	C. UD	
	D. UD	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A.partial	
	B. no	
	C. no	
	D. no	
Does the element <b>promote college and career readiness?</b>	A.UD/NA	
	B.UD/NA	
	C.UD/NA	
	D.UD/NA	
Does the element <b>reduce the need for remediation?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>meet the definition of a standard?</b>	A.partial	
	B. no	5 - yes
	C. no	
	D. no	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** –the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

<sup>1</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/clear>

<sup>2</sup> Ohio Uniform Statewide Standards for Remediation-Free Status:  
[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

<sup>3</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/concise>

<sup>4</sup> The Glossary of Education Reform: <http://edglossary.org/standards-based/>

<sup>5</sup> Vocabulary.com: <http://www.vocabulary.com/dictionary/grade-appropriate>

<sup>6</sup> Encyclopaedia Britannica: <http://www.britannica.com/EBchecked/topic/339020/liberal-arts>

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<sup>8</sup> Ohio Revised Code 333.041: <http://codes.ohio.gov/orc/3333.041>

<sup>9</sup> Education Portal: <http://education-portal.com/academy/lesson/student-achievement-definition-factors-research.html>

<sup>10</sup> United States Department of Education: <http://www.ed.gov/race-top/district-competition/definitions>

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Communities: Past and Present, Near and Far  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Three

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. yes	
	B. no	
	C. no	
	D. no	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. yes	
	B. no	
	C. no	
	D. no	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. partial	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>support subject matter comprehension</b> ?	A. partial	
	B. no	
	C. no	
	D. no	
Does the element <b>promote essential knowledge in the subject</b> ?	A. partial	
	B. no	
	C. no	
	D. no	
Does the element <b>promote lifelong learning</b> ?	A. UD	
	B. UD	
	C. UD	
	D. UD	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A.partial	
	B. no	
	C. no	
	D. no	
Does the element <b>promote college and career readiness?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>reduce the need for remediation?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>meet the definition of a standard?</b>	A.partial	
	B. no	
	C. no	
	D. no	

# Ohio Standards Committee Review Form

## Ohio Revised Code 3301.079 (I)(2)(a)

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## Definitions

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**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

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[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

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<sup>5</sup> Vocabulary.com: <http://www.vocabulary.com/dictionary/grade-appropriate>

<sup>6</sup> Encyclopaedia Britannica: <http://www.britannica.com/EBchecked/topic/339020/liberal-arts>

<sup>7</sup> Wikipedia: [http://en.wikipedia.org/wiki/Lifelong\\_learning](http://en.wikipedia.org/wiki/Lifelong_learning)

<sup>8</sup> Ohio Revised Code 333.041: <http://codes.ohio.gov/orc/3333.041>

<sup>9</sup> Education Portal: <http://education-portal.com/academy/lesson/student-achievement-definition-factors-research.html>

<sup>10</sup> United States Department of Education: <http://www.ed.gov/race-top/district-competition/definitions>

<sup>11</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/comprehension>

<sup>12</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/subject%20matter>

## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Ohio in the United States  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Four

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. yes	
	B. partial	
	C. partial	
	D. partial	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate?</b>	A. yes	
	B. partial	
	C. no	
	D. no	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. yes	
	B. UD	
	C. UD	
	D. no	
Does the element <b>support subject matter comprehension?</b>	A. yes	
	B. partial	
	C. partial/UD	
	D. UD	
Does the element <b>promote essential knowledge in the subject?</b>	A. yes	
	B. partial	
	C. partial	
	D. no	
Does the element <b>promote lifelong learning?</b>	A. yes	
	B. UD	
	C. partial	
	D. UD	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. yes	
	B. UD	
	C. no	
	D. no	
Does the element <b>promote college and career readiness?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>reduce the need for remediation?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>meet the definition of a standard?</b>	A. yes	
	B. partial	
	C. no	
	D. no	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Regions and People of the Western Hemisphere  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Five

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. yes	
	B. partial	
	C. yes	
	D. no	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. yes	
	B. partial	
	C. yes	
	D. no	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. UD	
	B. partial	
	C. partial	
	D. no	
Does the element <b>support subject matter comprehension</b> ?	A. yes	
	B. UD	
	C. yes	
	D. no	
Does the element <b>promote essential knowledge in the subject</b> ?	A. yes	
	B. partial	
	C. partial	
	D. no	
Does the element <b>promote lifelong learning</b> ?	A. UD	
	B. UD	
	C. UD	
	D. UD	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. yes	
	B. partial	
	C. yes	
	D. no	
Does the element <b>promote college and career readiness?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>reduce the need for remediation?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>meet the definition of a standard?</b>	A. partial	
	B. partial	
	C. yes	
	D. no	

# Ohio Standards Committee Review Form

## Ohio Revised Code 3301.079 (I)(2)(a)

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## Definitions

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Regions and People of the Eastern Hemisphere  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Six

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. yes	
	B.partial	
	C.partial	
	D.partial	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. yes	
	B. partial	
	C. yes	
	D. no	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. UD	
	B. UD	
	C. yes	
	D. UD	
Does the element <b>support subject matter comprehension</b> ?	A. yes	
	B. partial	
	C. yes	
	D. no	
Does the element <b>promote essential knowledge in the subject</b> ?	A. partial	
	B. partial	
	C. yes	
	D. no	
Does the element <b>promote lifelong learning</b> ?	A. UD	
	B. UD	
	C. partial	
	D. no	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A.partial	
	B.partial	
	C. yes	
	D. no	
Does the element <b>promote college and career readiness?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>reduce the need for remediation?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>meet the definition of a standard?</b>	A.partial	
	B.partial	
	C.partial	
	D. no	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

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**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: World Studies from 750 B.C. to 1000 A.D.: Ancient Greece to the First Global Age  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Seven

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. yes	
	B. yes	
	C. yes	
	D. partial	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. yes	
	B. yes	
	C. yes	
	D. no	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>support subject matter comprehension</b> ?	A. yes	
	B. yes	
	C. yes	
	D. no	
Does the element <b>promote essential knowledge in the subject</b> ?	A. yes	
	B. yes	
	C. yes	
	D. no	
Does the element <b>promote lifelong learning</b> ?	A. UD	
	B. UD	
	C. UD	
	D. UD	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition</b> ?	A. yes	
	B. yes	
	C. yes	
	D. partial	
Does the element <b>promote college and career readiness</b> ?	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>reduce the need for remediation</b> ?	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>meet the definition of a standard</b> ?	A. yes	
	B. yes	
	C. yes	
	D. partial	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Lisa Johnson
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Civic Involvement</li> <li>B. Civic Participation and Skills</li> <li>C. Basic Principles of the U.S. Constitution</li> <li>D. Structure and Functions of the Federal Government</li> <li>E. Role of the People</li> <li>F. Ohio's State and Local Governments</li> <li>G. Public Policy</li> <li>H. Government and the Economy</li> </ul>
<b>High School Course Under Review</b>	American Government

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. no	<b>Very confusing. Not sure of definition of “media” in CS 1&amp;2.</b>
	B.partial	<b>only data, surveys, etc.?</b>
	C.partial	<b>Definition of roles of each of three branches is very confusing and unnecessarily so.</b>
	D. no	<b>Content statements not clear</b>
	E.partial	
	F. yes	
	G.partial	
	H.partial	
Is the element <b>grade level appropriate</b> ?	A. yes	
	B. yes	
	C. yes	
	D. yes	
	E. yes	
	F. yes	
	G. yes	
	H. no	Economics should be its own course – topic is much too large & complex to squeeze into this unit. Didn't it used to be?
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.partial	
	B.partial	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C.partial	<p><b>“element” is on the surface benign ... topic pertains to basic Constitutional, Bill of Rights and amendment knowledge.</b></p> <p><b>However, upon further investigation into the content elaborations (on which several assessment questions are based according to the test specs), there is a subtle, yet clear, theme that the Constitution is a deeply flawed document. This is an ideological belief. Political party bias is also present as the Democrat party is given “credit” for applicable amendments, but the Republican party is not given the same, specifically with regard to the abolishment of slavery and women’s suffrage. The basic principal of “individualism” is also missing. The Tedtalk video recommendation in CS 5 is horrifying, more importantly, it is historically inaccurate! Has anyone at ODE watched it? Most parents would object.</b></p>
	D.partial	
	E.partial	
	F. yes	
	G.partial	
	H. UD	
Does the element <b>support subject matter comprehension?</b>	A.partial	
	B.partial	
	C.partial	
	D. no	
	E.partial	<p>Ideology present throughout content statements and elaborations.</p> <p>Description of “individual rights” is problematic.</p> <p>CS 17 – US struggled w/ “majority rule”?</p>
	F. yes	
	G.partial	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	H.	
Does the element <b>promote essential knowledge in the subject?</b>	A.partial	
	B.partial	
	C.partial	
	D.partial	
	E.partial	
	F. yes	
	G.partial	Instructional resources (cs 22) are progressive organizations. Schools should not be presenting students with such controversial and one-sided “resources”. Education is supposed to be about learning both (or multiple) sides of any topic ~ this is only way that one can learn to think for themselves.
	H.partial	
Does the element <b>promote lifelong learning?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
	E. UD	
	F.partial	
	G.partial	
	H. UD	

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Review Criteria	Review Level	Notes
<b>Does the element promote the liberal arts tradition?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
	E. UD	
	F. UD	
	G. UD	
	H. UD	
<b>Does the element promote college and career readiness?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
	E. UD	
	F. UD	
	G. UD	
	H. UD	
<b>Does the element reduce the need for remediation?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
	E. UD	



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Review Criteria	Review Level	Notes
	F. UD	
	G. UD	
	H. UD	
Does the element <b>meet the definition of a standard?</b>	A.partial	
	B.partial	
	C.partial	
	D. UD	
	E.partial	
	F.partial	
	G.partial	
	H.partial	

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<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Eight

**Review level**

**Yes** it meets the review criteria

**Partially** meets the review criteria or **undetermined**

**No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. yes	
	B.partial	
	C. yes	
	D.partial	

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Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. yes	
	B. yes	
	C. yes	
	D. partial	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. yes	
	B. yes	
	C. UD	
	D. partial	
Does the element <b>support subject matter comprehension</b> ?	A. yes	
	B. yes	
	C. yes	
	D. partial	
Does the element <b>promote essential knowledge in the subject</b> ?	A. yes	
	B. partial	
	C. yes	
	D. partial	
Does the element <b>promote lifelong learning</b> ?	A. UD	
	B. UD	
	C. UD	
	D. UD	

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Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. yes	
	B. yes	
	C.partial	
	D.partial	
Does the element <b>promote college and career readiness?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>reduce the need for remediation?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
Does the element <b>meet the definition of a standard?</b>	A. yes	
	B.partial	
	C.partial	
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<b>Standards Committee (Content Area)</b>	<b><i>Social Studies</i></b>
<b>Committee Member Name</b>	Lisa Johnson
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Historical Thinking and Skills</li> <li>B. Historic Documents</li> <li>C. Industrialization and Progressivism (1877-1920)</li> <li>D. Foreign Affairs from Imperialism to Post-World War I (1898-1930)</li> <li>E. Prosperity, Depression and the New Deal (1919-1941)</li> <li>F. From Isolation to World War (1930-1945)</li> <li>G. The Cold War (1945-1991)</li> <li>H. Social Transformations in the United States (1945-1994)</li> <li>I. United States and the Post-Cold War World (1991-Present)</li> </ul>
<b>High School Course Under Review</b>	American History

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. No	
	B. No	
	C. yes	implication that progressivism is not corrupt and that “industrial capitalism” is. The approach to this topic is concerning; seems like political ideology. CS 11, “instructional strategies” is an example of this. What are implications of “essential question” in this topic? Would expect to see a more balanced approach to the good <i>and</i> bad that resulted from the rise of industry.
	D.partial	
	E. No	
	F. No	
	G.partial	
	H. no	
	I. no	What is “political terrorism”
Is the element <b>grade level appropriate</b> ?	A. No	Concerned that young high-school students do not yet have the knowledge nor mature worldview to discuss the “what-ifs” of American or World history.  Standards do not appear to be based in academic content knowledge. Learning expectations and essential question does not focus on demonstrating knowledge, but rather subjective opinion...something that is better suited for elective high school class and/or in post-secondary classrooms.
	B.Partial	
	C. yes	
	D. yes	
	E.partial	Topic is grade level appropriate, however political ideology presented is not
	F.partial	



Review Criteria	Review Level	Notes
	G. yes	
	H. no	Social politics. Progressive and controversial organizations, should be taught as such. MLK doesn't even make the "content elaborations"....only the IS.
	I. yes	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. UD	
	B. UD	
	C. UD	
	D. partial	Appears light on academic content
	E. UD	
	F. No	Incredibly weak on knowledge/facts critical to understanding this period of American History
	G. No	
	H. no	
	I. partial	
Does the element <b>support subject matter comprehension?</b>	A. No	
	B. No	<p>Does not appear that students spend an adequate amount of time learning about and studying these documents – and in the context of the times. Appear to squeeze them into “box” titled historic documents.</p> <p>From Content statement #6: “Land Ordinance of 1785 allocating one section of each township for the support of schools and established a basis for national aid for education”</p> <p>The Northwest Ordinance did not establish a basis for national aid for education. It est'd public land for schools, not any kind of aid. This is conjecture.</p> <p>Instructional strategies: definition of republic is weak and disappointing, slightly misleading. USA is a democratic republic. Should be clearly identified and defined, but is neither.</p> <p><b>The “essential question” for this topic is alarming.</b></p>

Review Criteria	Review Level	Notes
	C. no	Error: CS 14. Progressives are given credit for 19 <sup>th</sup> amendment? By not teaching this correctly, the content statement and elaborations seems to be encouraging our students to associate today's "Progressives" with such reforms as women's voting rights; misleading and disingenuous.
	D.partial	Element seems light on knowledge, academic content for the topic
	E.partial	
	F. no	Appears that so much content is missing here....learned later that some of it (not all) is covered in World History, however, World History is not required for graduation.
	G. no	CS 23: appears to be bias/development of atomic weapons/"balance of power". This is a very complex topic. Appear to not be teaching facts, but asking students (who possess limited knowledge to do so) to take a specific position on atomic weapons and the balance of power. Complex.
	H. no	
	I. partial	
Does the element <b>promote essential knowledge in the subject?</b>	A. No	Discussing the "what if's" of American History doesn't fit the criteria of "essential academic content"
	B. No	
	C.partial	Facts are presented; but there is definite theme of political ideology present that would make many parents uncomfortable
	D.partial	
	E.partial	<p>CS 18: "But use of the automobile also challenged traditional family values and tried the patience of travelers. Young people used cars to exercise freedom from parental rules. Increased numbers of commuters had to face the problems of traffic congestion" promoting essential knowledge.....?</p> <p>Topic of immigrants is incredibly significant to America's history. The tone and vocabulary used to teach this topic within this section is confusing and does not, in this parent's opinion, do anything to promote essential knowledge.</p> <p>European immigrants?</p>

Review Criteria	Review Level	Notes
	F. no	
	G. no	<p>CS 25, IS : “Have students contrast political climate (i.e., McCarthyism) in the 1950s with the current fear of terrorist attack. Are we reacting in similar ways? Why or why not?”</p> <p>Not quite sure what to say about this instructional strategy, expect that again, it has me very concerned as to what our teachers are actually being asked to teach.</p> <p>The Cold War is taught in an American History class without a single mention of President Ronald Reagan.</p>
	H.partial	The tone and bias in content elaborations and instructional strategies for statements 30 & 31 are deeply troubling.
	I. partial	
Does the element <b>promote lifelong learning?</b>	A. UD	
	B.Partial	
	C.partial	
	D. UD	
	E. UD	
	F. UD	
	G. UD	
	H. UD	
	I. UD	
Does the element <b>promote the liberal arts tradition?</b>	A.Partial	

Review Criteria	Review Level	Notes
	B.Partial	
	C.partial	
	D.partial	
	E.partial	
	F.partial	
	G.partial	
	H.partial	
	I. partial	
Does the element <b>promote college and career readiness?</b>	A.Partial	
	B. UD	
	C.partial	
	D. UD	
	E. UD	
	F. UD	
	G. UD	
	H. UD	
	I. UD	
Does the element <b>reduce the need for remediation?</b>	A. No	
	B. UD	
	C. UD	
	D. UD	

Review Criteria	Review Level	Notes
	E. UD	
	F. UD	
	G. UD	
	H. UD	
	I. UD	
Does the element <b>meet the definition of a standard?</b>	A. No	
	B. No	
	C. partial	
	D. yes	
	E. no	
	F. no	
	G. no	
	H. no	
	I. partial	

## Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

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**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

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<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Lisa Johnson
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Global Connections</li> <li>B. Civic Participation and Skills</li> <li>C. Civil and Human Rights</li> <li>D. Sustainability</li> <li>E. Technology</li> <li>F. National Security and International Diplomacy</li> <li>G. The Global Economy</li> </ul>
<b>High School Course Under Review</b>	Contemporary World Issues

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. yes	
	B.partial	
	C.partial	
	D. no	
	E. yes	
	F.partial	
	G.partial	
Is the element <b>grade level appropriate</b> ?	A. yes	
	B. yes	
	C. yes	
	D.partial	
	E. yes	
	F. yes	
	G. yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.partial	
	B.partial	
	C.partial	
	D. no	
	E.partial	
	F.partial	
	G.partial	



Review Criteria	Review Level	Notes
Does the element <b>support subject matter comprehension</b> ?	A. yes	
	B.partial	
	C. yes	
	D. no	
	E.partial	
	F.partial	
	G.partial	
Does the element <b>promote essential knowledge in the subject</b> ?	A. yes	
	B.partial	Most suggested resources are very left-leaning organizations. Would like to see more balance.
	C.partial	CS 8 – UDHR should only be taught under certain conditions. Discussed this issue in World History. UDHR is not a governing doc and represents a systems in direct conflict to the US Constitution and Democratic Republic. CS10-MC could perhaps be updated with current examples of ISIS/genocide of Christians in Middle East
	D. no	This entire section is ideological...some might even say propaganda. No balance in the suggested resources. Too many “resources” from the UN. All organizations in the IS for CS 13 are highly political organizations.
	E.partial	
	F.partial	CS 16 What is “freedom of movement”? “social costs”? UN resources
	G.partial	
Does the element <b>promote lifelong learning</b> ?	A. yes	
	B. yes	

Review Criteria	Review Level	Notes
	C. yes	
	D. no	
	E.partial	
	F.partial	
	G. yes	
Does the element <b>promote the liberal arts tradition?</b>	A.partial	
	B. yes	
	C. yes	
	D. no	
	E.partial	
	F.partial	
	G.partial	
Does the element <b>promote college and career readiness?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
	E. UD	
	F. UD	
	G. UD	
Does the element <b>reduce the need for remediation?</b>	A. UD	

Review Criteria	Review Level	Notes
	B. UD	
	C. UD	
	D. UD	
	E. UD	
	F. UD	
	G. UD	
	Does the element <b>meet the definition of a standard?</b>	A. yes
B.partial		
C.partial		
D. no		
E.partial		
F.partial		
G.partial		

## Ohio Revised Code 3301.079 (I)(2)(a)

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<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Lisa Johnson
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Economic Decision Making and Skills</li> <li>B. Fundamentals of Economics</li> <li>C. Government and the Economy</li> <li>D. Global Economy</li> <li>E. Working and Earning</li> <li>F. Financial Responsibility and Money Management</li> <li>G. Saving and Investing</li> <li>H. Credit and Debt</li> <li>I. Risk Management</li> </ul>
<b>High School Course Under Review</b>	Economics and Financial Literacy

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.partial	
	B.partial	
	C.partial	
	D.partial	
	E. yes	
	F. yes	
	G. yes	
	H. yes	
	I. yes	
Is the element <b>grade level appropriate</b> ?	A.partial	
	B. yes	
	C. yes	
	D.partial	
	E. yes	
	F. yes	
	G. yes	
	H.partial	
	I. yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.partial	
	B.partial	
	C.partial	

Review Criteria	Review Level	Notes
	D.partial	
	E.partial	
	F.partial	
	G.partial	
	H.partial	
	I.partial	
Does the element <b>support subject matter comprehension</b> ?	A. yes	
	B.partial	IS on allocation of vaccine or water? appropriate scenario in this instruction of economics?
	C.partial	
	D.partial	
	E. yes	
	F. yes	
	G. yes	
	H. yes	
	I. yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A.partial	
	B.partial	
	C.partial	
	D.partial	
	E. yes	
	F. yes	

Review Criteria	Review Level	Notes
	G. yes	
	H. yes	
	I. yes	
Does the element <b>promote lifelong learning</b> ?	A. yes	
	B. yes	
	C. yes	
	D. yes	
	E. yes	
	F. yes	
	G. yes	
	H. yes	
	I. yes	
Does the element <b>promote the liberal arts tradition</b> ?	A.partial	
	B.partial	
	C.partial	
	D.partial	
	E.partial	
	F.partial	



Review Criteria	Review Level	Notes
	G.partial	
	H.partial	
	I.partial	
Does the element <b>promote college and career readiness?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
	E. UD	
	F. UD	
	G. UD	
	H. UD	
	I. UD	
Does the element <b>reduce the need for remediation?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
	E. UD	
	F. UD	
	G. UD	
	H. UD	
	I. UD	

Review Criteria	Review Level	Notes
Does the element <b>meet the definition of a standard?</b>	A.partial	
	B.partial	
	C.partial	
	D.partial	
	E. yes	
	F. yes	
	G. yes	
	H. yes	
	I. yes	

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<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Lisa Johnson
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Historical Thinking and Skills</li> <li>B. Age of Enlightenment (1600-1800)</li> <li>C. Age of Revolutions (1750-1914)</li> <li>D. Imperialism (1800-1914)</li> <li>E. Achievements and Crises (1900-1945)</li> <li>F. The Cold War (1945-1991)</li> <li>G. Globalization (1991-Present)</li> </ul>
<b>High School Course Under Review</b>	Modern World History

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.partial	Instructional resources – progressive ideology
	B.partial	
	C.partial	
	D.partial	
	E.partial	
	F.partial	
	G.partial	
Is the element <b>grade level appropriate</b> ?	A. no	As stated in notes for Am His rubric, concerned that this “Monday morning quarterback” approach does nothing to promote the actual learning of facts, of what DID happen. HS students do not yet have the fact-based nor real world knowledge to spend time making such assumptions on the what ifs of American or World history
	B. yes	
	C. yes	
	D. yes	
	E. yes	
	F.partial	History and perspective on the UN, WB and the IMF too complex for HS students; especially in the time allotted? CS22 – Instruct Strat. – UDHR is not a governing document. This document must be taught in the proper context – is collectivist/socialist and many parts are in direct conflict with governing principles of America.
	G. yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A.partial	
	B.partial	

Review Criteria	Review Level	Notes
	C.partial	
	D.partial	
	E.partial	
	F.partial	Again, no mention of Ronald Reagan
	G.partial	
Does the element <b>support subject matter comprehension</b> ?	A. UD	
	B.partial	Should be linked to teaching about the Great Awakening.... not sure if that is in standards anywhere?
	C.partial	
	D.partial	
	E.partial	CS16 – Armenian genocide was primarily religious; is topic of how Hitler got the German people to agree with him taught? One of the most important topics to understand in all of recent World history...-“oppression and discrimination” hardly begin to teach this appropriately or accurately.
	F.partial	
	G.	C23 – Instruct Strat -? C26 – is curriculum updated to teach current state of the EU? This would be a more appropriate place to implement the “historical thinking” statements. C28 – Instruct Strat – write to UN? UN is not a governing body. C28 – world/over-population. This is ideology. Moral issues at play here as well. How is this taught? C29 – ideology. progressive environmentalism. Education is about learning multiple perspectives and forming your own opinion. Are we teaching both sides? C29 – resources. UNESCO – please read Julian Huxley’s “purpose and philosophy” document – he was first director of UNESCO.
Does the element <b>promote essential knowledge in the subject</b> ?	A. no	CS 3 – instructional strategy CS 4 – not familiar with the “5 P’s” – where is politics?

Review Criteria	Review Level	Notes
	B.partial	
	C.partial	
	D.partial	
	E.partial	See notes in E above When do the students learn about the causes of WWII?
	F.partial	
	G.partial	See notes above
	Does the element <b>promote lifelong learning?</b>	A. UD
B.partial		
C. UD		
D. UD		
E. UD		
F. UD		
G. UD		
Does the element <b>promote the liberal arts tradition?</b>	A. UD	
	B.partial	
	C. UD	
	D. UD	
	E.partial	
	F.partial	

Review Criteria	Review Level	Notes
	G. UD	
Does the element <b>promote college and career readiness?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
	E. UD	
	F. UD	
	G. UD	
Does the element <b>reduce the need for remediation?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
	E. UD	
	F. UD	
	G. UD	
Does the element <b>meet the definition of a standard?</b>	A. No	
	B. partial	
	C. yes	
	D. yes	
	E. yes	
	F. partial	
	G. partial	



## Ohio Revised Code 3301.079 (I)(2)(a)

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<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	Lisa Johnson
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Topics:</p> <ul style="list-style-type: none"> <li>A. Spatial Thinking and Skills</li> <li>B. Environment and Society</li> <li>C. Movement</li> <li>D. Region</li> <li>E. Human Settlement</li> <li>F. Globalization</li> </ul>
<b>High School Course Under Review</b>	World Geography

**Review level****Yes** it meets the review criteria**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. yes	
	B. yes	
	C. no	Not sure of the goal of these content statements; seems topics are covered elsewhere in Topic.
	D. yes	
	E. partial	CS 16 “squatter settlements”? suburban development “impinge upon historical sites”?
	F. yes	...but very weak on content
Is the element <b>grade level appropriate</b> ?	A. yes	
	B. yes	
	C. partial	
	D. yes	
	E. yes	
	F. yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. yes	
	B. partial	
	C. UD	
	D. partial	
	E. partial	
	F. partial	
Does the element <b>support subject matter comprehension</b> ?	A. yes	
	B. yes	

Review Criteria	Review Level	Notes
	C. UD	
	D. yes	
	E. partial	
	F. partial	
Does the element <b>promote essential knowledge in the subject?</b>	A. yes	
	B. partial	
	C. UD	
	D. yes	
	E. partial	
	F. partial	
Does the element <b>promote lifelong learning?</b>	A. yes	
	B. partial	
	C. UD	
	D. yes	
	E. partial	
	F. yes	
Does the element <b>promote the liberal arts tradition?</b>	A. partial	
	B. partial	
	C. partial	

Review Criteria	Review Level	Notes
	D. partial	
	E. partial	
	F. partial	
Does the element <b>promote college and career readiness?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
	E. UD	
	F. UD	
Does the element <b>reduce the need for remediation?</b>	A. UD	
	B. UD	
	C. UD	
	D. UD	
	E. UD	
	F. UD	
Does the element <b>meet the definition of a standard?</b>	A. yes	
	B. yes	
	C. no	
	D. yes	
	E. partial	
	F. yes	

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: A Child’s place in Time and Space  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Kindergarten

**Review level**      **Yes** it meets the review criteria  
                              **Partially** meets the review criteria or **undetermined**  
                              **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Part	<b>Eliminate the word family from #3. Add “Nations and people” to #4 because there are many symbols and practices that represent non-nations. Remove examples in #4 as they do not exist in any other statement.</b>
	B. Yes	
	C. Part	<b>Add laws to #10</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Part	<b>Needs should be mentioned....People have wants and needs kids at this age need to begin to understand the difference.</b>
Is the element <b>grade level appropriate?</b>	A. Yes	5 Year-olds are capable of understanding and relating to this concept.
	B. Yes	
	C. Part	Should we begin to also discuss personal responsibilities?
	D. Part	Needs vs. wants
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Yes	To the extent possible at this developmental stage.
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	Essential for understanding further study of space and time.
	B. Yes	
	C. Part	Rules and laws?
	D. Part	Wants vs. needs?
Does the element <b>promote lifelong learning?</b>	A. Yes	Interests children in their heritage.
	B. Yes	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
	C. Yes	
	D. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

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## Standards Committee Review Form

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<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Families Now and Long Ago, Near and Far  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade One

**Review level**      **Yes** it meets the review criteria  
                          **Partially** meets the review criteria or **undetermined**  
                          **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Part	<b>The principle should be equality of not fairness of. Life's not always fair, but it should be equal.</b>
	D. Part	<b>Wants should be compared and contrasted with needs. Students need to develop this understanding now.</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D.	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
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	C. Yes	
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<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: People Working Together  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Two

**Review level**      **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Part	<b>Absolute norms should be established.</b>
	D. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Part	Norms should be established.
	D. Part	Saving should be addressed at this age.
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Part	Savings should be added to the discussion.



## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Part	See above comments.
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
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[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

<sup>3</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/concise>

<sup>4</sup> The Glossary of Education Reform: <http://edglossary.org/standards-based/>

<sup>5</sup> Vocabulary.com: <http://www.vocabulary.com/dictionary/grade-appropriate>

<sup>6</sup> Encyclopaedia Britannica: <http://www.britannica.com/EBchecked/topic/339020/liberal-arts>

<sup>7</sup> Wikipedia: [http://en.wikipedia.org/wiki/Lifelong\\_learning](http://en.wikipedia.org/wiki/Lifelong_learning)

<sup>8</sup> Ohio Revised Code 333.041: <http://codes.ohio.gov/orc/3333.041>

<sup>9</sup> Education Portal: <http://education-portal.com/academy/lesson/student-achievement-definition-factors-research.html>

<sup>10</sup> United States Department of Education: <http://www.ed.gov/race-top/district-competition/definitions>

<sup>11</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/comprehension>

<sup>12</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/subject%20matter>

## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Communities: Past and Present, Near and Far  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Three

**Review level**            **Yes** it meets the review criteria  
                                   **Partially** meets the review criteria or **undetermined**  
                                   **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Part	<b>#8 does not seem like it is necessary or that it fits with this. It is obvious that communities include different cultural groups and students should already know this by this age level.</b>
	C. Part	<b>Just say responsibilities in #9. In #10 take out “in a way that promotes the common good.” #11 is too long. Both sentences say essentially the same thing. Should be reworded and made more concise.</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Part	<b>Do not define words in the standards. ie... opportunity cost in the Standard in #16. In #17 it goes back to defining consumers and producers. It should say something like communities are made up of producers and consumers... #18 ... markets are used to exchange goods and services...instead of defining a market... and #20 People use budgets to make decisions...</b>
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Part	Too many definitions instead of standards or concepts in this Strand.

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

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[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Ohio in the United States  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Four

**Review level**            **Yes** it meets the review criteria  
                                  **Partially** meets the review criteria or **undetermined**  
                                  **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Part	<b>First sentence in #3 should be shortened by eliminating the examples after the word "including". Others could also be shortened.</b>
	B.Part	<b>Eliminate second sentence in #12. #13 reword and shorten.</b>
	C.Part	<b>#15, #16, &amp; #17 are too wordy with too many examples. They could be made more concise by eliminating and rewording.</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D.Part	<b>#22 Don't define Tables and charts in the standard.</b>
Is the element <b>grade level appropriate?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	
	B. Yes	
	C. Yes	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
	D. Yes	
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A.Part	See above comments.
	B.Part	See above comments.
	C.Part	See above comments.
	D.Part	See above comments.

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** – the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

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<sup>6</sup> Encyclopaedia Britannica: <http://www.britannica.com/EBchecked/topic/339020/liberal-arts>

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<sup>12</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/subject%20matter>

## Standards Committee Review Form

Standards Committee (Content Area)	<i>Social Studies</i>
Committee Member Name	
Element Under Review (Theme, Area, Strand)	Theme: Regions and People of the Western Hemisphere  Strands: A. History  B. Geography  C. Government  D. Economics
Grade Level(s) Under Review	Grade Five

**Review level**      **Yes** it meets the review criteria  
                           **Partially** meets the review criteria or **undetermined**  
                           **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Part	<b>Take out 2<sup>nd</sup> sentence in #2. Also take out tribe names from 1<sup>st</sup> sentence.</b>
	B. Yes	
	C. Part	<b>Take out 2<sup>nd</sup> sentence in #11.</b>
	D. Part	<b>Take out examples in #15.</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

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**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: Regions and People of the Eastern Hemisphere  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Six

**Review level**      **Yes** it meets the review criteria  
                           **Partially** meets the review criteria or **undetermined**  
                           **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A.Part	<b>Take out the descriptors in the first sentence of #2.</b>
	B. Yes	
	C. Yes	
	D.Part	<b>#12's first sentence is repeated from 5<sup>th</sup> Grade</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

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### Definitions

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## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	<p>Theme: World Studies from 750 B.C. to 1000 A.D.: Ancient Greece to the First Global Age</p> <p>Strands:</p> <ul style="list-style-type: none"> <li>A. History</li> <li>B. Geography</li> <li>C. Government</li> <li>D. Economics</li> </ul>
<b>Grade Level(s) Under Review</b>	Grade Seven

**Review level**

Yes it meets the review criteria

**Partially** meets the review criteria or **undetermined****No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Part	<b>Too many descriptions makes it wordy and not concise for a content statement.</b>
	B. Yes	
	C. Yes	
	D. Part	<b>#19 Take out 2<sup>nd</sup> sentence.</b>

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Ohio Standards Committee Review Form

### Ohio Revised Code 3301.079 (I)(2)(a)

Each committee created in division (I)(1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are **clear, concise, and appropriate for each grade level** and **promote higher student performance, learning, subject matter comprehension, and improved student achievement**. Each committee also shall review whether the standards for its respective subject area **promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness** and whether the standards **reduce remediation**.

### Definitions

**Clear** – Easily understood; free from doubt or confusion<sup>1</sup>

**College and Career Readiness** – remediation-free status; prepared to enroll in non-remedial, credit-bearing college courses leading to a postsecondary degree or other credential<sup>2</sup>

**Concise** – Succinct and comprehensive; using few words, not including extra or unnecessary information<sup>3</sup>

**Essential Knowledge** – key academic concepts and skills that are deemed to be essential in leading to success in school, higher education, careers, and adult life<sup>4</sup>

**Grade Level Appropriate** – the quality of ability and work that is appropriate for students in a specified grade<sup>5</sup>

**Liberal Arts Tradition** – the study of literature, languages, philosophy, history, mathematics, and science as the basis of a general, or liberal, education.<sup>6</sup>

**Lifelong Learning** –the ongoing, voluntary, self-motivated pursuit of knowledge<sup>7</sup>

**Remediation** – a prerequisite course to enrolling in courses generally required for first-year college students<sup>8</sup>

**Standards** – A level of attainment regarded as a goal or measure of adequacy of the essential academic content and skills that students are expected to know and be able to do at each grade level

**Student Achievement** – the amount of academic content a student learns in a determined amount of time<sup>9</sup>

**Student Performance and Learning** – academic progress as measured by such as formative and summative assessment data, coursework, instructor observations, information about student engagement and time on task, and similar information<sup>10</sup>

**Subject Matter Comprehension** – ability to understand<sup>11</sup> matter presented for consideration in discussion, thought, or study<sup>12</sup>

<sup>1</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/clear>

<sup>2</sup> Ohio Uniform Statewide Standards for Remediation-Free Status:  
[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

<sup>3</sup> Merriam-Webster Dictionary: <http://www.merriam-webster.com/dictionary/concise>

<sup>4</sup> The Glossary of Education Reform: <http://edglossary.org/standards-based/>

<sup>5</sup> Vocabulary.com: <http://www.vocabulary.com/dictionary/grade-appropriate>

<sup>6</sup> Encyclopaedia Britannica: <http://www.britannica.com/EBchecked/topic/339020/liberal-arts>

<sup>7</sup> Wikipedia: [http://en.wikipedia.org/wiki/Lifelong\\_learning](http://en.wikipedia.org/wiki/Lifelong_learning)

<sup>8</sup> Ohio Revised Code 333.041: <http://codes.ohio.gov/orc/3333.041>

<sup>9</sup> Education Portal: <http://education-portal.com/academy/lesson/student-achievement-definition-factors-research.html>

<sup>10</sup> United States Department of Education: <http://www.ed.gov/race-top/district-competition/definitions>

<sup>11</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/comprehension>

<sup>12</sup> Merriam-Webster: <http://www.merriam-webster.com/dictionary/subject%20matter>

## Standards Committee Review Form

<b>Standards Committee (Content Area)</b>	<i>Social Studies</i>
<b>Committee Member Name</b>	
<b>Element Under Review (Theme, Area, Strand)</b>	Theme: U.S. Studies from 1492 to 1877: Exploration through Reconstruction  Strands: A. History  B. Geography  C. Government  D. Economics
<b>Grade Level(s) Under Review</b>	Grade Eight

**Review level**      **Yes** it meets the review criteria  
                              **Partially** meets the review criteria or **undetermined**  
                              **No** it does not meet the review criteria

Review Criteria	Review Level	Notes
Is the element <b>clear and concise</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	

## Standards Committee Review Form

Review Criteria	Review Level	Notes
Is the element <b>grade level appropriate</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote higher student performance, learning and improved student achievement</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>support subject matter comprehension</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote essential knowledge in the subject</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote lifelong learning</b> ?	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	



## Standards Committee Review Form

Review Criteria	Review Level	Notes
Does the element <b>promote the liberal arts tradition?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>promote college and career readiness?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>reduce the need for remediation?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	
Does the element <b>meet the definition of a standard?</b>	A. Yes	
	B. Yes	
	C. Yes	
	D. Yes	