



Let Cincinnati Museum Center be your teaching partner! All experiences help develop critical-thinking skills while aligning with Ohio, Kentucky and National Academic Content Standards. See below for a list of standards this virtual experience covers. If you have any questions, please contact Tony Lawson at tlawson@cincymuseum.org.

Ohio Learning Standards – Social Studies Grade 4

- Heritage:** Many technological innovations that originated in Ohio benefited the United States.
- Places and Regions:** The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.
- Production and Consumption:** Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.

Ohio Learning Standards – Social Studies Grade 5

- Production and Consumption:** The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.
- Markets:** Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.

Ohio Learning Standards – Social Studies Grade 8

- Colonization to Independence:** The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.
- Production and Consumption:** The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craft-work to factory work.

Ohio Learning Standards – Social Studies High School

Industrialization and Progressivism (1877-1920):	The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
Prosperity, Depression and the New Deal (1919-1941):	An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
Social Transformations in the United States (1945-1994):	The postwar economic boom and advances in science and technology, produced changes in American life.
Fundamentals of Economics:	<p>People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.</p> <p>Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> <p>Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p>
Working and Earning:	Income is determined by many factors including individual skills and abilities, work ethic and market conditions.
Civic Participation and Skills:	Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.
Technology:	<p>The development and use of technology influences economic, political, ethical and social issues.</p> <p>Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.</p>

Kentucky Learning Standards

- 4.E.MI.1:** Explain the role of producers, consumers, products and labor in economic markets.
- 4.E.MI.2:** Investigate the relationship between supply and demand.
- 4.E.IC.1:** Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.
- 5.E.MI.1:** Explain the relationship between supply and demand.
- 5.E.ST.1:** Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.
- 5.E.IC.1:** Analyze how incentives and opportunity costs impact decision making, using examples from history.
- 5.E.KE.1:** Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.
- 8.E.MI.2:** Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.
- 8.E.IC.1:** Evaluate economic decisions based on scarcity, opportunity costs and incentives.
- 8.E.IC.2:** Assess the impact of growth and expansion on the allocation of resources and economic incentives.
- HS.E.ST.1:** Draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies.
- HS.E.IC.2:** Evaluate how individuals, organizations and governments respond to incentives in the decision-making process.
- HS.E.IC.4:** Evaluate how incentives determine what is produced and distributed in a competitive market system.
- HS.UH.CH.4:** Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.
- HS.UH.CH.5:** Analyze the impact of technology and new ideas on American culture from 1877-present.
- HS.UH.CE.1:** Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.