

ADOPTED JUNE 2010

Ohio's New Learning Standards:

Social Studies Standards

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Introduction to Ohio's New Learning Standards: K–12 Social Studies

The State Board of Education approved Ohio's revised *Academic Content Standards: Pre-K-12 Social Studies* in June 2010. These are currently known as *Ohio's New Learning Standards: K-12 Social Studies*. This action was taken to comply with the requirements of Amended Substitute House Bill 1 (2009) to update the previous version of the standards which had been in place since 2002. The approval of the 2010 standards was the culmination of a year and a half of work by the Ohio Department of Education (ODE) with input from educational stakeholders and content experts.

The revision process focused on five primary goals. The newly revised standards were to communicate the most essential concepts and skills. They were to be more manageable for teachers and allow teachers to elicit a greater depth of understanding on the part of students. There was also to be a clear progression of content from grade to grade. Course syllabi were to be developed for high school courses. And finally, the revised standards were to be designed to meet the needs of students in the 21st century.

The first goal, to identify the most essential concepts and skills, was accomplished with input from many individuals and groups. These included a discussion group of teachers representing the diversity of Ohio's school districts and regions of the state; an advisory committee representing Ohio social studies stakeholder groups; a working group consisting of teachers, professors, and curriculum supervisors; in-depth reviews conducted by national content experts; numerous focus groups; and multiple opportunities for online review by the public. The advice received helped to frame the content of the standards.

The second goal was for the revised standards to be more manageable for teachers and to allow students to develop a greater depth of understanding. Consequently, the seven standards in the 2002 document were condensed to four strands. Manageability was also achieved by reducing the breadth of content that is to be taught at each grade level, allowing for teaching content in greater depth.

A third goal was for a clear progression from grade to grade. One of the tasks of the working group was to check for horizontal and vertical alignment. Horizontal alignment refers to the linkages among the strands at a particular grade level. Vertical alignment includes the progression of a set of related content statements from one grade level to the next.

A fourth goal was to create course syllabi for high school courses as stipulated in Am. Sub. H. B. 1. Stakeholder groups assisted the department in identifying six courses for which syllabi were created:

- American History
- Modern World History
- American Government
- Economics and Financial Literacy
- Contemporary World Issues
- World Geography

Syllabi are organized around topics rather than strands, as seen in grades kindergarten through eight, and do not specify grade levels. The inclusion of particular courses in the revised standards is not meant to require that all of these must be offered (except American History and American Government which are specified as graduation requirements) or to limit the choice of additional courses which districts may choose to offer in their social studies programs.

The final goal was to have the standards meet the needs of students in the 21st century. The revised standards include many of the skills from the 2002 Social Studies Skills and Methods standard, as well as some skills aligned to the *Framework for 21st Century Learning* from The Partnership for 21st Century Skills (www.p21.org). Skills topics include:

- Historical Thinking and Skills;
- Spatial Thinking and Skills;
- Civic Participation and Skills;
- Economic Decision Making and Skills; and
- Financial Literacy.

Ohio's New Learning Standards: K-12 Social Studies address the challenges of Am. Sub. H. B. 1. Their clarity and progression through the grades makes them coherent and manageable. Their focus on essential concepts and skills allows for instruction with greater rigor. They point out a new direction for social studies in Ohio.

Philosophy and Guiding Assumptions

Ohio's social studies content standards serve as a basis for what all students should know and be able to do in social studies by the time they graduate from high school. These standards are intended to provide Ohio's educators with a set of common expectations upon which to base social studies curricula.

PHILOSOPHY OF OHIO'S NEW LEARNING STANDARDS: K-12 SOCIAL STUDIES

Ohio's social studies content standards incorporate history, geography, government and economics in order to prepare students to be participating citizens. Specifically, social studies:

- Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good;
- Prepares students for their role as citizens and decision makers in a diverse, democratic society;

- Enables students to learn about significant people, places, events and issues in the past in order to understand the present; and
- Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resources.

GUIDING ASSUMPTIONS FOR OHIO'S NEW LEARNING STANDARDS: K-12 SOCIAL STUDIES

Ohio's social studies content standards:

- Set high expectations and provide strong support for social studies achievement by all students;
- Represent the social studies knowledge and skills needed to make a successful transition to post-secondary education, the workplace and civic life;
- Are informed by national standards documents;
- Balance knowledge, conceptual understanding and skill development;
- Address significant understandings that are the basis for sound decision-making as citizens;
- Focus on important social studies topics;
- Represent a rigorous progression across grades and in-depth study within each grade;
- Serve as the basis for classroom and statewide assessments; and
- Guide the development of local social studies curricula and instructional programs.

How to Read Ohio's New Learning Standards: K-12 Social Studies

KINDERGARTEN – GRADE EIGHT

The revised standards for K – 8 are organized using the following components: **Strands, Themes, Topics** and **Content Statements**.

STRANDS

The four disciplines within the social studies: History, Geography, Government and Economics

THEMES

The focus for a particular grade level or the descriptive narrative of a high school course syllabus

Example in Grade Two: People Working Together

TOPICS

The different aspects of content within a strand

Example in Geography: *Human Systems*

CONTENT STATEMENTS

The essential knowledge to be learned at each grade level or within each course

Example from Grade Eight: *20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.*

HIGH SCHOOL

The revised standards for high school contain syllabi for six high school social studies courses:

- American History
- Modern World History
- American Government
- Economics and Financial Literacy
- Contemporary World Issues
- World Geography

Each course contains a theme and broad topics which are further clarified with content statements. Grade levels are not specified for any of the courses. The syllabi are available for districts to use as they plan course offerings.

STRAND DEFINITIONS – K–8 SOCIAL STUDIES

HISTORY

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

GEOGRAPHY

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world. Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

GOVERNMENT

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare. They use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

ECONOMICS

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

SKILLS TOPIC DESCRIPTIONS — K–8 SOCIAL STUDIES

One of the primary goals of standards revision was to develop an integrated system of standards, model curricula and assessments that meets the needs of students in the 21st century. As a participating member of the Partnership for 21st Century Skills (www.p21.org), Ohio has worked to integrate many of the skills from the *Framework for 21st Century Learning* directly into the new standards. These include civic literacy, financial and economic literacy and global awareness. Links to other 21st-century skills such as problem solving, communication, media literacy and leadership are further developed in the model curriculum. The new standards also include many of the skills previously encompassed by the Social Studies Skills and Methods standard.

STRAND	TOPIC	TOPIC DESCRIPTION
HISTORY	Historical Thinking and Skills	Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
	Spatial Thinking and Skills	Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
GOVERNMENT	Civic Participation and Skills	Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
ECONOMICS	Economic Decision Making and Skills	Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.
	Financial Literacy	Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

Tools to Help Implement Ohio's New Learning Standards: K-12 Social Studies

Tools are available to educators to help them implement Ohio's social studies content standards. All of these tools can be found on the Ohio

Department of Education web site under *Ohio's New Learning Standards: K-12 Social Studies*. These tools include:

- Introduction to Social Studies Standards Part 1 (MP4)
- Introduction to Social Studies Standards Part 2 (MP4)
- Social Studies K – 8 Crosswalk (PDF)
- Social Studies High School Crosswalk (PDF)
- Using the Crosswalk (MP4)
- Screencast: Introduction to Ohio's Model Curriculum for Social Studies
- Social Studies K – 8 Comparative Analysis (PDF)
- Unit Organizer (Word)
- Focus One: TPD Meeting (PPT)
- Focus Two: TPD Meeting (PPT)
- Vertical Alignment Chart (PDF)
- Gap Analysis
- Implementation Tools

These tools can be used for professional development and planning. Additional resources may be added as the web site is updated.

Social Studies Standards: Kindergarten – Grade 8

Note: In 2012, the Office of Early Learning and School Readiness developed the Early Learning Content Standards, which includes Pre-Kindergarten. The Pre-Kindergarten standards for social studies can now be found in that document.

HOW TO READ OHIO'S NEW LEARNING STANDARDS: K-8 SOCIAL STUDIES

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

STRANDS

The four disciplines within the social studies: **History, Geography, Government** and **Economics**

THEMES

The focus for a particular grade level or the descriptive narrative of a high school course syllabus Example: *Grade Two, People Working Together*

TOPICS

The different aspects of content within a strand Example in Geography: *Human Systems*

CONTENT STATEMENTS

The essential knowledge to be learned at each grade level or within each course

Example from Grade Eight: *20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.*

21ST-CENTURY SKILLS

The 2010 standards are designed to include the essential concepts and skills to allow for instruction that fosters deeper understanding. The social studies standards directly address the 21st-century skills of civic literacy, financial and economic literacy and global awareness. Links to other 21st-century skills such as problem solving, communication, media literacy and leadership are more fully developed in the model curriculum. The model curriculum provides instructional support including content elaborations, expectations for learning, instructional strategies, instructional resources, connections and essential questions.

GRADE THEME DESCRIPTIONS: KINDERGARTEN–GRADE 8

GRADE	THEME
K	<p>A Child's Place in Time and Space The kindergarten year is the time for children to begin to form concepts about the world beyond their own classroom and communities. Culture, heritage and democratic principles are explored, building upon the foundation of the classroom experience. Children deepen their learning about themselves and begin to form an understanding of roles, responsibility for actions and decision making in the context of the group setting.</p>
1	<p>Families Now and Long Ago, Near and Far The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundation for understanding principles of government and their roles as citizens.</p>
2	<p>People Working Together Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago. They use biographies, primary sources and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.</p>
3	<p>Communities: Past and Present, Near and Far The local community serves as the focal point for third grade as students begin to understand how their communities have changed over time and to make comparisons with communities in other places. The study of local history comes alive through the use of artifacts and documents. They also learn how communities are governed and how the local economy is organized.</p>
4	<p>Ohio in the United States The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.</p>
5	<p>Regions and People of the Western Hemisphere In grade five, students study the Western Hemisphere (North and South America), its geographic features, early history, cultural development and economic change. Students learn about the early inhabitants of the Americas and the impact of European exploration and colonization. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the relationship between markets and available resources.</p>
6	<p>Regions and People of the Eastern Hemisphere In grade six, students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.</p>
7	<p>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age The seventh grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.</p>
8	<p>U.S. Studies from 1492 to 1877: Exploration through Reconstruction The historical focus continues in the eighth grade with the study of European exploration and the early years of the United States. This study incorporates all four social studies strands into a chronologic view of the development of the United States. Students examine how historic events are shaped by geographic, social, cultural, economic and political factors.</p>

SKILLS TOPIC DESCRIPTIONS: KINDERGARTEN–GRADE 8

STRAND	TOPIC	TOPIC DESCRIPTION
HISTORY	Historical Thinking and Skills	Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
	Heritage	Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
	Early Civilizations	The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.
	Feudalism and Transitions	Feudalism developed as a political system based on small local units controlled by lords bound by an oath of loyalty to a monarch. The decline of feudalism in Europe resulted from interactions between the Muslim world and European states. These interactions influenced the rise of new ideas and institutions.
	First Global Age	The transoceanic linking of all the major regions of the world led to economic, political, cultural and religious transformations.
	Colonization to Independence	European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.
	A New Nation	The United States shifted in governing philosophy from a loosely organized system characterized by strong state powers to a federal system.
	Expansion	The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.
	Civil War and Reconstruction	Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.

SKILLS TOPIC DESCRIPTIONS: KINDERGARTEN–GRADE 8

STRAND	TOPIC	TOPIC DESCRIPTION
GEOGRAPHY	Spatial Thinking and Skills	Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
	Places and Regions	A place is a location having distinctive characteristics which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
	Human Systems	Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
	Civic Participation and Skills	Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
GOVERNMENT	Rules and Laws	Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.
	Roles and Systems of Government	The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
	Economic Decision Making and Skills	Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.
ECONOMICS	Scarcity	There are not enough resources to produce all the goods and services that people desire.
	Production and Consumption	Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.
	Markets	Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.
	Financial Literacy	Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.