

# OHIO LEARNING STANDARDS FOR SOCIAL STUDIES

## KINDERGARTEN: 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.

### HISTORY

#### HISTORICAL THINKING AND SKILLS

##### Content Statement 1

Time can be measured.

##### Content Alignment

Primary Instruction and Assessment: Pages 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

##### Content Statement 2

Personal history can be shared through stories and pictures.

##### Content Alignment

Primary Instruction and Assessment: Page 14

#### HERITAGE

##### Content Statement 3

Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and language.

##### Content Alignment

Primary Instruction and Assessment: Pages 18, 19, 20, 21

##### Content Statement 4

Symbols and practices of the United States include the flag, Pledge of Allegiance, and the National Anthem. Other nations are represented by symbols and practices, too.

##### Content Alignment

Primary Instruction and Assessment: Pages 22, 23, 24

# GEOGRAPHY

## SPATIAL THINKING AND SKILLS

### Content Statement 5

Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.

### Content Alignment

Primary Instruction and Assessment: Pages 26, 27, 28, 29, 30, 31, 34

### Content Statement 6

Models and maps represent real places.

### Content Alignment

Primary Instruction and Assessment: Pages 32, 33, 34, 35

## HUMAN SYSTEMS

### Content Statement 7

Humans depend on and impact the physical environment in order to supply food, clothing and shelter.

### Content Alignment

Primary Instruction and Assessment: Pages 36, 37, 45

### Content Statement 8

Individuals are unique but share common characteristics of multiple groups.

### Content Alignment

Primary Instruction and Assessment: Pages 16, 17

# GOVERNMENT

## CIVIC PARTICIPATION AND SKILLS

### Content Statement 9

Individuals share responsibilities and take action toward the achievement of common goals in homes, schools, and communities.

### Content Alignment

Primary Instruction and Assessment: Pages 39, 40, 41

## RULES AND LAWS

### Content Statement 10

The purpose of rules and authority figures is to provide order, security, and safety in the home, school and community.

### Content Alignment

Primary Instruction and Assessment: Pages 42, 43

# ECONOMICS

## SCARCITY

### Content Statement 11

Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.

### Content Alignment

Primary Instruction and Assessment: Pages 45, 46

## PRODUCTION AND CONSUMPTION

### Content Statement 12

Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy an individual's wants.

### Content Alignment

Primary Instruction and Assessment: Page 47

# OHIO LEARNING STANDARDS FOR SOCIAL STUDIES

## GRADE 1: 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.

### HISTORY

#### HISTORICAL THINKING AND SKILLS

##### Content Statement 1

Time can be divided into categories (e.g., months of the year, past, present, and future).

##### Content Alignment

Primary Instruction and Assessment: **Pages 5, 6, 7, 8, 9, 10**

##### Content Statement 2

Photographs, letters, artifacts, and books can be used to learn about the past.

##### Content Alignment

Primary Instruction and Assessment: **Pages 12, 13, 14**

#### HERITAGE

##### Content Statement 3

The ways basic human needs are met have changed over time.

##### Content Alignment

Primary Instruction and Assessment: **Page 11**

# GEOGRAPHY

## SPATIAL THINKING AND SKILLS

**Content Statement 4** Maps can be used to locate and identify places.

**Content Alignment** Primary Instruction and Assessment: Pages 21, 22, 23, 24, 25, 26, 27, 28

## PLACES AND REGIONS

**Content Statement 5** Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).

**Content Alignment** Primary Instruction and Assessment: Pages 16, 20, 25, 26, 27, 28

## HUMAN SYSTEMS

**Content Statement 6** Families interact with the physical environment differently in different times and places.

**Content Alignment** Primary Instruction and Assessment: Pages 17, 18, 19

**Content Statement 7** Diverse cultural practices address basic human needs in various ways and may change over time.

**Content Alignment** Primary Instruction and Assessment: Pages 29, 30, 31

# GOVERNMENT

## CIVIC PARTICIPATION AND SKILLS

### Content Statement 8

Individuals have a responsibility to take action toward the achievement of common goals in homes, schools, and communities and are accountable for those actions.

### Content Alignment

Primary Instruction and Assessment: **Page 38**

### Content Statement 9

Collaboration requires group members to respect the rights and opinions of others.

### Content Alignment

Primary Instruction and Assessment: **Page 37**

## RULES AND LAWS

### Content Statement 10

Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

### Content Alignment

Primary Instruction and Assessment: **Pages 33, 34, 35, 36**

# ECONOMICS

## SCARCITY

### Content Statement 11

Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.

### Content Alignment

Primary Instruction and Assessment: Page 42

## PRODUCTION AND CONSUMPTION

### Content Statement 12

People produce and consume goods and services in the community.

### Content Alignment

Primary Instruction and Assessment: Pages 40, 41, 45, 46

## MARKETS

### Content Statement 13

People trade to obtain goods and services they want.

### Content Alignment

Primary Instruction and Assessment: Page 43

## FINANCIAL LITERACY

### Content Statement 14

Currency is used as a means of economic exchange.

### Content Alignment

Primary Instruction and Assessment: Page 44



# OHIO LEARNING STANDARDS FOR SOCIAL STUDIES

## GRADE 2: 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.

### HISTORY

#### HISTORICAL THINKING AND SKILLS

**Content Statement 1** Time can be shown graphically on calendars and timelines.

**Content Alignment** Primary Instruction and Assessment: Chapters 1, 2

**Content Statement 2** Change over time can be shown with artifacts, maps, and photographs.

**Content Alignment** Primary Instruction and Assessment: Chapters 2, 3

#### HERITAGE

**Content Statement 3** Science and technology have changed daily life.

**Content Alignment** Primary Instruction and Assessment: Chapters 2, 3

**Content Statement 4** Biographies can show how peoples' actions have shaped the world in which we live.

**Content Alignment** Primary Instruction and Assessment: Chapter 3 + Gallopade Digital Biographies

# GEOGRAPHY

## SPATIAL THINKING AND SKILLS

### Content Statement 5

Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.

### Content Alignment

Primary Instruction and Assessment: **Chapter 4**

## PLACES AND REGIONS

### Content Statement 6

The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

### Content Alignment

Primary Instruction and Assessment: **Chapters 2, 5**

## HUMAN SYSTEMS

### Content Statement 7

Human activities alter the physical environment, both positively and negatively.

### Content Alignment

Primary Instruction and Assessment: **Chapters 2, 5**

### Content Statement 8

Cultures develop in unique ways, in part through the influence of the physical environment.

### Content Alignment

Primary Instruction and Assessment: **Chapter 6**

### Content Statement 9

Interactions among cultures lead to sharing ways of life.

### Content Alignment

Primary Instruction and Assessment: **Chapters 2, 6**

# GOVERNMENT

## CIVIC PARTICIPATION AND SKILLS

### Content Statement 10

Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.

### Content Alignment

Primary Instruction and Assessment: **Chapters 7, 9**

### Content Statement 11

Groups are accountable for choices they make and actions they take.

### Content Alignment

Primary Instruction and Assessment: **Chapter 7**

## RULES AND LAWS

### Content Statement 12

There are different rules and laws that govern behavior in different settings.

### Content Alignment

Primary Instruction and Assessment: **Chapter 8**

# ECONOMICS

## ECONOMIC DECISION MAKING AND SKILLS

### Content Statement 13

Information displayed on bar graphs can be used to compare quantities.

### Content Alignment

Primary Instruction and Assessment: Chapters 2, 9

## SCARCITY

### Content Statement 14

Resources can be used in various ways.

### Content Alignment

Primary Instruction and Assessment: Chapter 9

## PRODUCTION AND CONSUMPTION

### Content Statement 15

Most people around the world work in jobs in which they produce specific goods and services.

### Content Alignment

Primary Instruction and Assessment: Chapter 9

## MARKETS

### Content Statement 16

People use money to buy and sell goods and services.

### Content Alignment

Primary Instruction and Assessment: Chapter 9

## FINANCIAL LITERACY

### Content Statement 17

People earn income by working.

### Content Alignment

Primary Instruction and Assessment: Chapter 9

# OHIO LEARNING STANDARDS FOR SOCIAL STUDIES

## GRADE 3: 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.

### HISTORY

#### HISTORICAL THINKING AND SKILLS

**Content Statement 1** Events in local history can be shown on timelines organized by years, decades, and centuries.

**Content Alignment** Primary Instruction and Assessment: **Chapter 1**  
Integrated Instruction and Assessment: **Chapter 2**

**Content Statement 2** Primary and secondary sources can be used to show change over time.

**Content Alignment** Primary Instruction and Assessment: **Chapter 2**  
Integrated Instruction and Assessment: **Chapters 3, 5, 6, 7, 8, 18**

#### HERITAGE

**Content Statement 3** Local communities change over time.

**Content Alignment** Primary Instruction and Assessment: **Chapter 3**  
Integrated Instruction and Assessment: **Chapters 2, 5, 6, 7, 8**

# GEOGRAPHY

## SPATIAL THINKING AND SKILLS

### Content Statement 4

Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid, and cardinal directions.

### Content Alignment

Primary Instruction and Assessment: **Chapter 4**  
Integrated Instruction and Assessment: **Chapter 13**

## PLACES AND REGIONS

### Content Statement 5

Daily life is influenced by the agriculture, industry, and natural resources in different communities.

### Content Alignment

Primary Instruction and Assessment: **Chapter 5**  
Integrated Instruction and Assessment: **Chapters 6, 15**

## HUMAN SYSTEMS

### Content Statement 6

Evidence of positive and negative human modification of the environment can be observed in the local community.

### Content Alignment

Primary Instruction and Assessment: **Chapter 6**  
Integrated Instruction and Assessment: **Chapter 3**

### Content Statement 7

Systems of transportation and communication move people, products, and ideas from place to place.

### Content Alignment

Primary Instruction and Assessment: **Chapter 7**  
Integrated Instruction and Assessment: **n/a**

### Content Statement 8

Communities may include diverse cultural groups.

### Content Alignment

Primary Instruction and Assessment: **Chapter 8**  
Integrated Instruction and Assessment: **Chapter 2**

# GOVERNMENT

## CIVIC PARTICIPATION AND SKILLS

### Content Statement 9

Members of local communities have rights and responsibilities.

### Content Alignment

Primary Instruction and Assessment: **Chapter 9**  
Integrated Instruction and Assessment: **Chapters 10, 11, 12, 13**

### Content Statement 10

Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.

### Content Alignment

Primary Instruction and Assessment: **Chapter 10**  
Integrated Instruction and Assessment: **Chapter 9**

## RULES AND LAWS

### Content Statement 11

Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services, and protect the rights of individuals in the local community.

### Content Alignment

Primary Instruction and Assessment: **Chapter 11**  
Integrated Instruction and Assessment: **Chapters 9, 12, 13**

## ROLES AND SYSTEMS OF GOVERNMENT

### Content Statement 12

Governments have authority to make and enforce laws.

### Content Alignment

Primary Instruction and Assessment: **Chapter 12**  
Integrated Instruction and Assessment: **Chapters 9, 11, 13**

### Content Statement 13

The structure of local governments may differ from one community to another.

### Content Alignment

Primary Instruction and Assessment: **Chapter 13**  
Integrated Instruction and Assessment: **Chapter 4**

# ECONOMICS

## ECONOMIC DECISION MAKING AND SKILLS

**Content Statement 14** Line graphs are used to show changes in data over time.

**Content Alignment** Primary Instruction and Assessment: **Chapter 14**  
Integrated Instruction and Assessment: **Chapter 2**

## SCARCITY

**Content Statement 15** Both positive and negative incentives affect individuals' choices and behaviors.

**Content Alignment** Primary Instruction and Assessment: **Chapter 15**  
Integrated Instruction and Assessment: n/a

**Content Statement 16** Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.

**Content Alignment** Primary Instruction and Assessment: **Chapter 16**  
Integrated Instruction and Assessment: **Chapters 19, 20**

## PRODUCTION AND CONSUMPTION

**Content Statement 17** A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

**Content Alignment** Primary Instruction and Assessment: **Chapter 17**  
Integrated Instruction and Assessment: n/a

## MARKETS

**Content Statement 18** A market is where buyers and sellers exchange goods and services.

**Content Alignment** Primary Instruction and Assessment: **Chapter 18**  
Integrated Instruction and Assessment: **Chapters 3, 10, 17**



## FINANCIAL LITERACY

### Content Statement 19

Making decisions involves weighing costs and benefits.

### Content Alignment

Primary Instruction and Assessment: **Chapter 19**  
Integrated Instruction and Assessment: **Chapters 15, 16, 20**

### Content Statement 20

A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

### Content Alignment

Primary Instruction and Assessment: **Chapter 20**  
Integrated Instruction and Assessment: **Chapter 16**

# OHIO LEARNING STANDARDS FOR SOCIAL STUDIES

## GRADE 4: 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.

### HISTORY

#### HISTORICAL THINKING AND SKILLS

##### Content Statement 1

The order of significant events in Ohio and the United States can be shown on a timeline.

##### Content Alignment

Primary Instruction and Assessment: **Chapter 1**  
Integrated Instruction and Assessment: **Chapters 5, 7**

##### Content Statement 2

Primary and secondary sources can be used to create historical narratives.

##### Content Alignment

Primary Instruction and Assessment: **Chapter 2**  
Integrated Instruction and Assessment: **Chapters 5, 6, 7, 11, 14, 19**

## HERITAGE

### Content Statement 3

Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.

### Content Alignment

Primary Instruction and Assessment: **Chapter 3**  
Integrated Instruction and Assessment: **Chapters 6, 13, 19**

### Content Statement 4

The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.

### Content Alignment

Primary Instruction and Assessment: **Chapter 4**  
Integrated Instruction and Assessment: **Chapters 1, 13, 16, 18**

### Content Statement 5

The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.

### Content Alignment

Primary Instruction and Assessment: **Chapter 5**  
Integrated Instruction and Assessment: **Chapters 13**

### Content Statement 6

Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.

### Content Alignment

Primary Instruction and Assessment: **Chapter 6**  
Integrated Instruction and Assessment: n/a

### Content Statement 7

Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.

### Content Alignment

Primary Instruction and Assessment: **Chapter 7**  
Integrated Instruction and Assessment: n/a

### Content Statement 8

Many technological innovations that originated in Ohio benefitted the United States.

### Content Alignment

Primary Instruction and Assessment: **Chapter 8**  
Integrated Instruction and Assessment: **Chapters 1, 10**

# GEOGRAPHY

## SPATIAL THINKING AND SKILLS

### Content Statement 9

A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

### Content Alignment

Primary Instruction and Assessment: **Chapter 9**  
Integrated Instruction and Assessment: **Chapters 11**

## PLACES AND REGIONS

### Content Statement 10

The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources in Ohio.

### Content Alignment

Primary Instruction and Assessment: **Chapter 10**  
Integrated Instruction and Assessment: **Chapters 8, 13, 14, 21**

### Content Statement 11

The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.

### Content Alignment

Primary Instruction and Assessment: **Chapter 11**  
Integrated Instruction and Assessment: **Chapters 10, 13, 14**

## HUMAN SYSTEMS

### Content Statement 12

People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

### Content Alignment

Primary Instruction and Assessment: **Chapter 12**  
Integrated Instruction and Assessment: **Chapters 14**

### Content Statement 13

The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

### Content Alignment

Primary Instruction and Assessment: **Chapter 13**  
Integrated Instruction and Assessment: **Chapters 11**

### Content Statement 14

Ohio's location and its transportation systems continue to influence the movement of people, products, and ideas in the United States.

### Content Alignment

Primary Instruction and Assessment: **Chapter 14**  
Integrated Instruction and Assessment: **Chapters 8, 10, 12**

# GOVERNMENT

## CIVIC PARTICIPATION AND SKILLS

### Content Statement 15

Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

### Content Alignment

Primary Instruction and Assessment: **Chapter 18**  
Integrated Instruction and Assessment: **Chapters 4, 17**

### Content Statement 16

Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating, and using information effectively to engage in compromise.

### Content Alignment

Primary Instruction and Assessment: **Chapter 19**  
Integrated Instruction and Assessment: n/a

## RULES AND LAWS

### Content Statement 17

Laws can protect rights, provide benefits, and assign responsibilities.

### Content Alignment

Primary Instruction and Assessment: **Chapter 17**  
Integrated Instruction and Assessment: n/a

### Content Statement 18

The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

### Content Alignment

Primary Instruction and Assessment: **Chapter 16**  
Integrated Instruction and Assessment: **Chapters 4, 15, 17, 18**

## ROLES AND SYSTEMS OF GOVERNMENT

### Content Statement 19

A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

### Content Alignment

Primary Instruction and Assessment: **Chapter 15**  
Integrated Instruction and Assessment: **Chapters 4, 16, 17**

# ECONOMICS

## ECONOMIC DECISION MAKING AND SKILLS

### Content Statement 20

Tables and charts organize data in a variety of formats to help individuals understand information and issues.

### Content Alignment

Primary Instruction and Assessment: **Chapter 20**  
Integrated Instruction and Assessment: **Chapters 11, 13, 19**

## PRODUCTION AND CONSUMPTION

### Content Statement 21

Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.

### Content Alignment

Primary Instruction and Assessment: **Chapter 21**  
Integrated Instruction and Assessment: **Chapters 8**

## FINANCIAL LITERACY

### Content Statement 22

Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.

### Content Alignment

Primary Instruction and Assessment: **Chapter 22**  
Integrated Instruction and Assessment: n/a

# OHIO LEARNING STANDARDS FOR SOCIAL STUDIES

## GRADE 5: 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.

### HISTORY

#### HISTORICAL THINKING AND SKILLS

##### Content Statement 1

Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

##### Content Alignment

Primary Instruction and Assessment: **Chapter 1**  
Integrated Instruction and Assessment: **Chapter 2**

#### EARLY CIVILIZATIONS

##### Content Statement 2

Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices.

##### Content Alignment

Primary Instruction and Assessment: **Chapter 2**  
Integrated Instruction and Assessment: **Chapters 7, 8**

#### HERITAGE

##### Content Statement 3

European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today.

##### Content Alignment

Primary Instruction and Assessment: **Chapter 3**  
Integrated Instruction and Assessment: **Chapters 10, 12, 14**

# GEOGRAPHY

## SPATIAL THINKING AND SKILLS

### Content Statement 4

Geographic tools can be used to gather, process and report information about people, places, and environments. Cartographers decide which information to include in maps.

### Content Alignment

Primary Instruction and Assessment: **Chapter 4**  
Integrated Instruction and Assessment: **Chapters 2, 6, 8**

### Content Statement 5

Latitude and longitude can be used to make observations about location and generalizations about climate.

### Content Alignment

Primary Instruction and Assessment: **Chapter 5**  
Integrated Instruction and Assessment: **Chapter 2**

## PLACES AND REGIONS

### Content Statement 6

Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

### Content Alignment

Primary Instruction and Assessment: **Chapter 6**  
Integrated Instruction and Assessment: **Chapters 4, 5, 8, 17**

## HUMAN SYSTEMS

### Content Statement 7

The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.

### Content Alignment

Primary Instruction and Assessment: **Chapter 7**  
Integrated Instruction and Assessment: **Chapters 2, 8**

### Content Statement 8

American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

### Content Alignment

Primary Instruction and Assessment: **Chapter 8**  
Integrated Instruction and Assessment: **Chapters 2,10**

### Content Statement 9

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.



<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 9</b> Integrated Instruction and Assessment: <b>Chapter 3</b>
<b>Content Statement 10</b>	The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 10</b> Integrated Instruction and Assessment: <b>Chapter 3</b>

# GOVERNMENT

## CIVIC PARTICIPATION AND SKILLS

<b>Content Statement 11</b>	Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 11</b> Integrated Instruction and Assessment: <b>Chapters 7, 13</b>

## ROLES AND SYSTEMS OF GOVERNMENT

<b>Content Statement 12</b>	Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 12</b> Integrated Instruction and Assessment: n/a

# ECONOMICS

## ECONOMIC DECISION MAKING AND SKILLS

<b>Content Statement 13</b>	Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 13</b> Integrated Instruction and Assessment: n/a

**Content Statement 14**

The choices made by individuals and governments have both present and future consequences.

**Content Alignment**

Primary Instruction and Assessment: **Chapter 14**  
Integrated Instruction and Assessment: **Chapters 9, 17**

**SCARCITY****Content Statement 15**

The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.

**Content Alignment**

Primary Instruction and Assessment: **Chapter 15**  
Integrated Instruction and Assessment: **Chapters 16, 17**

**PRODUCTION AND CONSUMPTION****Content Statement 16**

The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

**Content Alignment**

Primary Instruction and Assessment: **Chapter 16**  
Integrated Instruction and Assessment: **Chapter 15**

**MARKETS****Content Statement 17**

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.

**Content Alignment**

Primary Instruction and Assessment: **Chapter 17**  
Integrated Instruction and Assessment: **Chapters 15**

**FINANCIAL LITERACY****Content Statement 18**

Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences.

**Content Alignment**

Primary Instruction and Assessment: **Chapter 18**  
Integrated Instruction and Assessment: **n/a**

# OHIO LEARNING STANDARDS FOR SOCIAL STUDIES

## GRADE 6: 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.

### HISTORY

#### HISTORICAL THINKING AND SKILLS

##### Content Statement 1

Multiple tier timelines can be used to show relationships among events and places.

##### Content Alignment

Primary Instruction and Assessment: **Chapter 1**  
Integrated Instruction and Assessment: **Chapters 14, 17**

#### EARLY CIVILIZATIONS

##### Content Statement 2

Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

##### Content Alignment

Primary Instruction and Assessment: **Chapters 12, 13, 14, 15, 16, 17, 18**  
Integrated Instruction and Assessment: **n/a**

# GEOGRAPHY

## SPATIAL THINKING AND SKILLS

**Content Statement 3** Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

**Content Alignment**  
Primary Instruction and Assessment: **Chapter 2**  
Integrated Instruction and Assessment: **Chapters 3, 4, 12, 13, 14, 15, 16, 17, 18**

**Content Statement 4** Latitude and longitude can be used to identify absolute location.

**Content Alignment**  
Primary Instruction and Assessment: **Chapter 3**  
Integrated Instruction and Assessment: **Chapter 17**

## PLACES AND REGIONS

**Content Statement 5** Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics

**Content Alignment**  
Primary Instruction and Assessment: **Chapter 4**  
Integrated Instruction and Assessment: **Chapters 5, 7, 9, 13, 14, 15, 16, 17, 18, 19**

## HUMAN SYSTEMS

**Content Statement 6** The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.

**Content Alignment**  
Primary Instruction and Assessment: **Chapter 7**  
Integrated Instruction and Assessment: **Chapters 4, 8, 12, 13, 14, 15, 16, 17, 18, 19**

**Content Statement 7** Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

**Content Alignment**  
Primary Instruction and Assessment: **Chapter 11**  
Integrated Instruction and Assessment: **Chapters 12, 13, 14, 15, 16, 17, 18**

**Content Statement 8** Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

**Content Alignment**  
Primary Instruction and Assessment: **Chapter 18**  
Integrated Instruction and Assessment: **Chapters 11, 12, 13, 14, 15, 16, 17, 18**

# GOVERNMENT

## CIVIC PARTICIPATION AND SKILLS

<b>Content Statement 9</b>	Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 6</b> Integrated Instruction and Assessment: <b>Chapters 18, 21</b>

## ROLES AND SYSTEMS OF GOVERNMENT

<b>Content Statement 10</b>	Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 10</b> Integrated Instruction and Assessment: <b>Chapters 13, 14, 16, 17, 18</b>

# ECONOMICS

## ECONOMIC DECISION MAKING AND SKILLS

<b>Content Statement 11</b>	Economists compare data sets to draw conclusions about relationships among them.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 5</b> Integrated Instruction and Assessment: <b>Chapters 9, 19, 21</b>
<b>Content Statement 12</b>	The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 8</b> Integrated Instruction and Assessment: <b>Chapters 13, 14, 15, 16, 17, 18, 19, 20, 21</b>

## SCARCITY

### Content Statement 13

The fundamental questions of economics include what to produce, how to produce and for whom to produce.

### Content Alignment

Primary Instruction and Assessment: **Chapter 19**

Integrated Instruction and Assessment: **Chapters 8, 9, 13, 14, 15, 16, 17, 20**

### Content Statement 14

When regions and/or countries specialize, global trade occurs.

### Content Alignment

Primary Instruction and Assessment: **Chapter 9**

Integrated Instruction and Assessment: **Chapters 8, 13, 14, 15, 17, 18, 19, 20**

## MARKETS

### Content Statement 15

The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.

### Content Alignment

Primary Instruction and Assessment: **Chapter 20**

Integrated Instruction and Assessment: **Chapters 19, 21**

## FINANCIAL LITERACY

### Content Statement 16

When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.

### Content Alignment

Primary Instruction and Assessment: **Chapter 21**

Integrated Instruction and Assessment: n/a

# OHIO LEARNING STANDARDS FOR SOCIAL STUDIES

## GRADE 7: 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.

### HISTORY

#### HISTORICAL THINKING AND SKILLS

##### Content Statement 1

Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.

##### Content Alignment

Primary Instruction and Assessment: **Chapter 1**  
Integrated Instruction and Assessment: **Chapters 4, 9, 23, 24, 25, 26, 28**

#### EARLY CIVILIZATIONS

##### Content Statement 2

The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

##### Content Alignment

Primary Instruction and Assessment: **Chapters 4, 5, 7, 8, 9**  
Integrated Instruction and Assessment: **Chapters 3, 6**

# FEUDALISM AND TRANSITIONS

## Content Statement 3

The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.

## Content Alignment

Primary Instruction and Assessment: **Chapters 10, 11, 13**  
Integrated Instruction and Assessment: **Chapter 12**

## Content Statement 4

The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.

## Content Alignment

Primary Instruction and Assessment: **Chapters 16, 17, 18**  
Integrated Instruction and Assessment: **Chapters 14, 15**

## Content Statement 5

Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.

## Content Alignment

Primary Instruction and Assessment: **Chapters 20, 22**  
Integrated Instruction and Assessment: **Chapters 19, 21, 24**

## Content Statement 6

The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.

## Content Alignment

Primary Instruction and Assessment: **Chapters 23, 24, 25**  
Integrated Instruction and Assessment: **Chapters 12, 26**

## Content Statement 7

The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.

## Content Alignment

Primary Instruction and Assessment: **Chapter 26**  
Integrated Instruction and Assessment: **N/A**



## FIRST GLOBAL AGE

### Content Statement 8

Empires in Africa and Asia grew as commercial and cultural centers along trade routes.

### Content Alignment

Primary Instruction and Assessment: **Chapters 11, 21, 28, 30**

Integrated Instruction and Assessment: **Chapters 15, 20, 24, 26, 31**

### Content Statement 9

The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.

### Content Alignment

Primary Instruction and Assessment: **Chapter 29**

Integrated Instruction and Assessment: **Chapter 28**

### Content Statement 10

European economic and cultural influence dramatically increased through explorations, conquests, and colonization.

### Content Alignment

Primary Instruction and Assessment: **Chapters 31, 32**

Integrated Instruction and Assessment: **N/A**

### Content Statement 11

The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.

### Content Alignment

Primary Instruction and Assessment: **Chapter 33**

Integrated Instruction and Assessment: **N/A**

# GEOGRAPHY

## SPATIAL THINKING AND SKILLS

### Content Statement 12

Maps and other geographic representations can be used to trace the development of human settlement over time.

### Content Alignment

Primary Instruction and Assessment: **Chapters 2, 12, 14**  
Integrated Instruction and Assessment: **Chapters 3, 4, 6, 8, 10, 11, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 33**

## HUMAN SYSTEMS

### Content Statement 13

Geographic factors promote or impede the movement of people, products and ideas.

### Content Alignment

Primary Instruction and Assessment: **Chapters 2, 3, 6, 12, 14, 19, 27**  
Integrated Instruction and Assessment: **Chapters 4, 8, 11, 13, 16, 17, 18, 23, 24**

### Content Statement 14

Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.

### Content Alignment

Primary Instruction and Assessment: **Chapters 9, 11, 15**  
Integrated Instruction and Assessment: **Chapters 13, 16, 18, 20, 22, 28**

### Content Statement 15

Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.

### Content Alignment

Primary Instruction and Assessment: **Chapter 9**  
Integrated Instruction and Assessment: **Chapters 15, 16, 18, 20, 24, 26, 31**

# GOVERNMENT

## CIVIC PARTICIPATION AND SKILLS

### Content Statement 16

Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.

### Content Alignment

Primary Instruction and Assessment: **Chapter 1**  
Integrated Instruction and Assessment: **Chapters 4, 22, 23**

## ROLES AND SYSTEMS OF GOVERNMENT

### Content Statement 17

Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.

### Content Alignment

Primary Instruction and Assessment: **Chapters 4, 7**  
Integrated Instruction and Assessment: **N/A**

### Content Statement 18

With the decline of feudalism, consolidation of power resulted in the emergence of nation states.

### Content Alignment

Primary Instruction and Assessment: **Chapter 7**  
Integrated Instruction and Assessment: **N/A**

# ECONOMICS

## ECONOMIC DECISION MAKING AND SKILLS

### Content Statement 19

Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

### Content Alignment

Primary Instruction and Assessment: N/A  
Integrated Instruction and Assessment: **Chapters 2, 16, 29, 32**

## SCARCITY

### Content Statement 20

The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

### Content Alignment

Primary Instruction and Assessment: N/A  
Integrated Instruction and Assessment: **Chapters 2, 8, 23, 28, 30, 32**

## MARKETS

### Content Statement 21

The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.

### Content Alignment

Primary Instruction and Assessment: N/A  
Integrated Instruction and Assessment: **Chapters 4, 8, 15, 16, 23, 24**

# OHIO LEARNING STANDARDS FOR SOCIAL STUDIES

## GRADE 8: 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.

### HISTORY

#### HISTORICAL THINKING AND SKILLS

##### Content Statement 1

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

##### Content Alignment

Primary Instruction and Assessment: **Chapter 1**  
Integrated Instruction and Assessment: **Chapters 3, 11, 18, 20, 21, 23**

#### COLONIZATION TO INDEPENDENCE

##### Content Statement 2

North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

##### Content Alignment

Primary Instruction and Assessment: **Chapters 1, 2**  
Integrated Instruction and Assessment: **N/A**

##### Content Statement 3

Competition for control of territory and resources in North America led to conflicts among colonizing powers.

##### Content Alignment

Primary Instruction and Assessment: **Chapters 1, 4**  
Integrated Instruction and Assessment: **N/A**

<b>Content Statement 4</b>	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.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 3</b> Integrated Instruction and Assessment: N/A
<b>Content Statement 5</b>	The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 5</b> Integrated Instruction and Assessment: N/A
<b>Content Statement 6</b>	Key events and significant figures in American history influenced the course and outcome of the American Revolution.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 6</b> Integrated Instruction and Assessment: N/A
<b>A NEW NATION</b>	
<b>Content Statement 7</b>	The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapter 7</b> Integrated Instruction and Assessment: N/A
<b>Content Statement 8</b>	Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapters 7, 8</b> Integrated Instruction and Assessment: N/A
<b>Content Statement 9</b>	Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.
<b>Content Alignment</b>	Primary Instruction and Assessment: <b>Chapters 9, 10, 11, 12, 13</b> Integrated Instruction and Assessment: <b>Chapter 18</b>

## EXPANSION

### Content Statement 10

The United States added to its territory through treaties and purchases.

### Content Alignment

Primary Instruction and Assessment: **Chapters 11, 13, 19, 20**  
Integrated Instruction and Assessment: N/A

### Content Statement 11

Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

### Content Alignment

Primary Instruction and Assessment: **Chapters 14, 16, 18, 19, 20**  
Integrated Instruction and Assessment: N/A

## CIVIL WAR AND RECONSTRUCTION

### Content Statement 12

Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

### Content Alignment

Primary Instruction and Assessment: **Chapters 14, 18, 19, 20, 21, 22, 23**  
Integrated Instruction and Assessment: **Chapter 10**

### Content Statement 13

Key events and significant figures in American history influenced the course and outcome of the Civil War.

### Content Alignment

Primary Instruction and Assessment: **Chapters 22, 23**  
Integrated Instruction and Assessment: N/A

### Content Statement 14

The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.

### Content Alignment

Primary Instruction and Assessment: **Chapters 24, 25**  
Integrated Instruction and Assessment: N/A

# GEOGRAPHY

## SPATIAL THINKING AND SKILLS

### Content Statement 15

Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

### Content Alignment

Primary Instruction and Assessment: **Chapter 1**  
Integrated Instruction and Assessment: **Chapters 2, 6, 12, 22**

## HUMAN SYSTEMS

### Content Statement 16

The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

### Content Alignment

Primary Instruction and Assessment: **Chapter 15**  
Integrated Instruction and Assessment: **Chapter 14**

### Content Statement 17

The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

### Content Alignment

Primary Instruction and Assessment: **Chapters 2, 14, 16, 18**  
Integrated Instruction and Assessment: **Chapters 3, 7, 15**

### Content Statement 18

Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

### Content Alignment

Primary Instruction and Assessment: **Chapters 3, 14, 15, 17, 18**  
Integrated Instruction and Assessment: **Chapters 7, 19, 20, 21, 25**

### Content Statement 19

Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.

### Content Alignment

Primary Instruction and Assessment: **Chapter 15**  
Integrated Instruction and Assessment: **Chapters 2, 4, 5, 8**



# GOVERNMENT

## CIVIC PARTICIPATION AND SKILLS

**Content Statement 20** Active participation in social and civic groups can lead to the attainment of individual and public goals.

**Content Alignment** Primary Instruction and Assessment: **Chapters 15, 17**  
Integrated Instruction and Assessment: **Chapter 5**

**Content Statement 21** Informed citizens understand how media and communication technology influences public opinion.

**Content Alignment** Primary Instruction and Assessment: **Chapters 16, 17**  
Integrated Instruction and Assessment: **Chapters 5, 19, 20**

## ROLES AND SYSTEMS OF GOVERNMENT

**Content Statement 22** The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.

**Content Alignment** Primary Instruction and Assessment: **Chapter 8**  
Integrated Instruction and Assessment: N/A

**Content Statement 23** The U.S. Constitution protects citizens' rights by limiting the powers of government.

**Content Alignment** Primary Instruction and Assessment: **Chapter 8**  
Integrated Instruction and Assessment: N/A

# ECONOMICS

## ECONOMIC DECISION MAKING AND SKILLS

### Content Statement 24

Choices made by individuals, businesses and governments have both present and future consequences.

### Content Alignment

Primary Instruction and Assessment: N/A

Integrated Instruction and Assessment: **Chapters 1, 3, 5, 11, 15, 18, 19, 20**

## PRODUCTION AND CONSUMPTION

### Content Statement 25

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 craftwork to factory work

### Content Alignment

Primary Instruction and Assessment: **Chapter 15**

Integrated Instruction and Assessment: N/A

## MARKETS

### Content Statement 26

Governments can impact markets by means of spending, regulations, taxes, and trade barriers.

### Content Alignment

Primary Instruction and Assessment: **Chapters 16, 18, 19**

Integrated Instruction and Assessment: **Chapters 2, 20**