

**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.*

## 21<sup>st</sup>-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 21<sup>st</sup>-century skills of civic literacy, financial and economic literacy and global awareness. Links to other 21<sup>st</sup>-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
<u>K</u>	<p><b>A Child's Place in Time and Space</b> 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>
<u>1</u>	<p><b>Families Now and Long Ago, Near and Far</b> 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>
<u>2</u>	<p><b>People Working Together</b> 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>
<u>3</u>	<p><b>Communities: Past and Present, Near and Far</b> 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>
<u>4</u>	<p><b>Ohio in the United States</b> 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>
<u>5</u>	<p><b>Regions and People of the Western Hemisphere</b> 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>
<u>6</u>	<p><b>Regions and People of the Eastern Hemisphere</b> 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>
<u>7</u>	<p><b>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</b> 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>
<u>8</u>	<p><b>U.S. Studies from 1492 to 1877: Exploration through Reconstruction</b> 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>

Strand	Topic	Topic Description
<b>History</b>	<b><i>Historical Thinking and Skills</i></b>	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.
	<b><i>Heritage</i></b>	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.
	<b><i>Early Civilizations</i></b>	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.
	<b><i>Feudalism and Transitions</i></b>	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.
	<b><i>First Global Age</i></b>	The transoceanic linking of all the major regions of the world led to economic, political, cultural and religious transformations.
	<b><i>Colonization to Independence</i></b>	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.
	<b><i>A New Nation</i></b>	The United States shifted in governing philosophy from a loosely organized system characterized by strong state powers to a federal system.
	<b><i>Expansion</i></b>	The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.
	<b><i>Civil War and Reconstruction</i></b>	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.

Strand	Topic	Topic Description
Geography	<b><i>Spatial Thinking and Skills</i></b>	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.
	<b><i>Places and Regions</i></b>	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.
	<b><i>Human Systems</i></b>	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.
Government	<b><i>Civic Participation and Skills</i></b>	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.
	<b><i>Rules and Laws</i></b>	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.
	<b><i>Roles and Systems of Government</i></b>	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.
Economics	<b><i>Economic Decision Making and Skills</i></b>	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.
	<b><i>Scarcity</i></b>	There are not enough resources to produce all the goods and services that people desire.
	<b><i>Production and Consumption</i></b>	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.
	<b><i>Markets</i></b>	Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.
	<b><i>Financial Literacy</i></b>	Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

**Theme: 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 classrooms 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.

<b>Topic:</b>	<b><i>Historical Thinking and Skills</i></b>	<b><i>Heritage</i></b>
<b>History Strand</b>	<b>Content Statements:</b> 1. Time can be measured. 2. Personal history can be shared through stories and pictures.	<b>Content Statements:</b> 3. Heritage is reflected through the arts, customs, traditions, family celebrations and language. 4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.
<b>Topic:</b>	<b><i>Spatial Thinking and Skills</i></b>	<b><i>Human Systems</i></b>
<b>Geography Strand</b>	<b>Content Statements:</b> 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. 6. Models and maps represent places.	<b>Content Statements:</b> 7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter. 8. Individuals are unique but share common characteristics of multiple groups.
<b>Topic:</b>	<b><i>Civic Participation and Skills</i></b>	<b><i>Rules and Laws</i></b>
<b>Government Strand</b>	<b>Content Statement:</b> 9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.	<b>Content Statement:</b> 10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.
<b>Topic:</b>	<b><i>Scarcity</i></b>	<b><i>Production and Consumption</i></b>
<b>Economics Strand</b>	<b>Content Statement:</b> 11. People have many wants and make decisions to satisfy those wants. These decisions impact others.	<b>Content Statement:</b> 12. Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.

**Ohio's New Learning Standards:  
Grade One Social Studies**

**Theme: 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.

<b>Topic:</b>	<b>Historical Thinking and Skills</b>		<b>Heritage</b>		
<b>History Strand</b>	<b>Content Statements:</b> 1. Time can be divided into categories (e.g., months of the year, past, present and future). 2. Photographs, letters, artifacts and books can be used to learn about the past.		<b>Content Statement:</b> 3. The way basic human needs are met has changed over time.		
<b>Topic:</b>	<b>Spatial Thinking and Skills</b>	<b>Places and Regions</b>		<b>Human Systems</b>	
<b>Geography Strand</b>	<b>Content Statement:</b> 4. Maps can be used to locate and identify places.	<b>Content Statement:</b> 5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).		<b>Content Statements:</b> 6. Families interact with the physical environment differently in different times and places. 7. Diverse cultural practices address basic human needs in various ways and may change over time.	
<b>Topic:</b>	<b>Civic Participation and Skills</b>		<b>Rules and Laws</b>		
<b>Government Strand</b>	<b>Content Statements:</b> 8. Individuals are accountable for their actions. 9. Collaboration requires group members to respect the rights and opinions of others.		<b>Content Statement:</b> 10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.		
<b>Topic:</b>	<b>Scarcity</b>	<b>Production and Consumption</b>		<b>Markets</b>	<b>Financial Literacy</b>
<b>Economics Strand</b>	<b>Content Statement:</b> 11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.	<b>Content Statement:</b> 12. People produce and consume goods and services in the community.		<b>Content Statement:</b> 13. People trade to obtain goods and services they want.	<b>Content Statement:</b> 14. Currency is used as a means of economic exchange.

**Theme: 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.

<b>Topic:</b>	<b>Historical Thinking and Skills</b>		<b>Heritage</b>		
<b>History Strand</b>	<b>Content Statements:</b> 1. Time can be shown graphically on calendars and timelines. 2. Change over time can be shown with artifacts, maps, and photographs.		<b>Content Statements:</b> 3. Science and technology have changed daily life. 4. Biographies can show how peoples' actions have shaped the world in which we live.		
<b>Topic:</b>	<b>Spatial Thinking and Skills</b>	<b>Places and Regions</b>		<b>Human Systems</b>	
<b>Geography Strand</b>	<b>Content Statement:</b> 5. Maps and their symbols can be interpreted to answer questions about location of places.	<b>Content Statement:</b> 6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.		<b>Content Statements:</b> 7. Human activities alter the physical environment, both positively and negatively. 8. Cultures develop in unique ways, in part through the influence of the physical environment. 9. Interactions among cultures lead to sharing ways of life.	
<b>Topic:</b>	<b>Civic Participation and Skills</b>			<b>Rules and Laws</b>	
<b>Government Strand</b>	<b>Content Statements:</b> 10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others. 11. Groups are accountable for choices they make and actions they take.			<b>Content Statement:</b> 12. There are different rules that govern behavior in different settings.	
<b>Topic:</b>	<b>Economic Decision Making and Skills</b>	<b>Scarcity</b>	<b>Production and Consumption</b>	<b>Markets</b>	<b>Financial Literacy</b>
<b>Economics Strand</b>	<b>Content Statement:</b> 13. Information displayed on bar graphs can be used to compare quantities.	<b>Content Statement:</b> 14. Resources can be used in various ways.	<b>Content Statement:</b> 15. Most people around the world work in jobs in which they produce specific goods and services.	<b>Content Statement:</b> 16. People use money to buy and sell goods and services.	<b>Content Statement:</b> 17. People earn income by working.

**Ohio's New Learning Standards:  
Grade Three Social Studies**

**Theme: *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.

<b>Topic:</b>	<b>Historical Thinking and Skills</b>		<b>Heritage</b>		
<b>History Strand</b>	<b>Content Statements:</b> 1. Events in local history can be shown on timelines organized by years, decades and centuries. 2. Primary sources such as artifacts, maps and photographs can be used to show change over time.		<b>Content Statement:</b> 3. Local communities change over time.		
<b>Topic:</b>	<b>Spatial Thinking and Skills</b>	<b>Places and Regions</b>		<b>Human Systems</b>	
<b>Geography Strand</b>	<b>Content Statement:</b> 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.	<b>Content Statement:</b> 5. Daily life is influenced by the agriculture, industry and natural resources in different communities.		<b>Content Statements:</b> 6. Evidence of human modification of the environment can be observed in the local community. 7. Systems of transportation and communication move people, products and ideas from place to place. 8. Communities may include diverse cultural groups.	
<b>Topic:</b>	<b>Civic Participation and Skills</b>		<b>Rules and Laws</b>		<b>Roles and Systems of Government</b>
<b>Government Strand</b>	<b>Content Statements:</b> 9. Members of local communities have social and political responsibilities. 10. Individuals make the community a better place by solving problems in a way that promotes the common good.		<b>Content Statement:</b> 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.		<b>Content Statements:</b> 12. Governments have authority to make and enforce laws. 13. The structure of local governments may differ from one community to another.
<b>Topic:</b>	<b>Economic Decision Making and Skills</b>	<b>Scarcity</b>	<b>Production and Consumption</b>	<b>Markets</b>	<b>Financial Literacy</b>
<b>Economics Strand</b>	<b>Content Statements:</b> 14. Line graphs are used to show changes in data over time. 15. Both positive and negative incentives affect people's choices and behaviors.	<b>Content Statement:</b> 16. Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.	<b>Content Statement:</b> 17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	<b>Content Statement:</b> 18. A market is where buyers and sellers exchange goods and services.	<b>Content Statements:</b> 19. Making decisions involves weighing costs and benefits. 20. A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

**Theme: *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.

<b>Topic:</b>	<b><i>Historical Thinking and Skills</i></b>	<b><i>Heritage</i></b>
<b>History Strand</b>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>1. The order of significant events in Ohio and the United States can be shown on a timeline.</li> <li>2. Primary and secondary sources can be used to create historical narratives.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.</li> <li>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.</li> <li>5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.</li> <li>6. The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.</li> <li>7. Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.</li> <li>8. Many technological innovations that originated in Ohio benefited the United States.</li> </ol>

Ohio's New Learning Standards:  
Grade Four Social Studies

<b>Topic:</b>	<b><i>Spatial Thinking and Skills</i></b>	<b><i>Places and Regions</i></b>	<b><i>Human Systems</i></b>
<b>Geography Strand</b>	<p><b>Content Statement:</b></p> <p>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.</p>	<p><b>Content Statement:</b></p> <p>10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.</p> <p>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.</p>	<p><b>Content Statements:</b></p> <p>12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.</p> <p>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 cultural diversity of the United States.</p> <p>14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.</p>
<b>Topic:</b>	<b><i>Civic Participation and Skills</i></b>	<b><i>Rules and Laws</i></b>	<b><i>Roles and Systems of Government</i></b>
<b>Government Strand</b>	<p><b>Content Statements:</b></p> <p>15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.</p> <p>16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.</p> <p>17. Effective participants in a democratic society engage in compromise.</p>	<p><b>Content Statements:</b></p> <p>18. Laws can protect rights, provide benefits and assign responsibilities.</p> <p>19. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.</p>	<p><b>Content Statements:</b></p> <p>20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.</p> <p>21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.</p>
<b>Topic:</b>	<b><i>Economic Decision Making and Skills</i></b>	<b><i>Production and Consumption</i></b>	<b><i>Financial Literacy</i></b>
<b>Economics Strand</b>	<p><b>Content Statement:</b></p> <p>22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).</p>	<p><b>Content Statement:</b></p> <p>23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.</p>	<p><b>Content Statement:</b></p> <p>24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.</p>

**Theme: 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.

<i>Topic:</i>	<i>Historical Thinking and Skills</i>	<i>Early Civilizations</i>	<i>Heritage</i>
<b>History Strand</b>	<p><b>Content Statement:</b></p> <p>1. Multiple-tier timelines can be used to show relationships among events and places.</p>	<p><b>Content Statements:</b></p> <p>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 and products.</p>	<p><b>Content Statements:</b></p> <p>3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.</p>
<i>Topic:</i>	<i>Spatial Thinking and Skills</i>	<i>Places and Regions</i>	<i>Human Systems</i>
<b>Geography Strand</b>	<p><b>Content Statements:</b></p> <p>4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.</p> <p>5. Latitude and longitude can be used to make observations about location and generalizations about climate.</p>	<p><b>Content Statement:</b></p> <p>6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).</p>	<p><b>Content Statements:</b></p> <p>7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.</p> <p>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.</p> <p>9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.</p> <p>10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.</p>

Ohio's New Learning Standards:  
Grade Five Social Studies

	<b><i>Civic Participation and Skills</i></b>		<b><i>Roles and Systems of Government</i></b>		
<b>Government strand</b>	<b>Content Statement:</b> 11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.		<b>Content Statement:</b> 12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.		
<b>Topic:</b>	<b><i>Economic Decision Making and Skills</i></b>	<b><i>Scarcity</i></b>	<b><i>Production and Consumption</i></b>	<b><i>Markets</i></b>	<b><i>Financial Literacy</i></b>
<b>Economic Strand</b>	<b>Content Statements:</b> 13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data. 14. The choices people make have both present and future consequences.	<b>Content Statement:</b> 15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.	<b>Content Statement:</b> 16. The availability of productive resources and the division of labor impact productive capacity.	<b>Content Statement:</b> 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.	<b>Content Statement:</b> 18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

**Theme: *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.

<b>Topic: <i>Historical Thinking and Skills</i></b>		<b>Early Civilizations</b>	
<b>History Strand</b>	<b>Content Statement:</b> 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.	<b>Content Statement:</b> 2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	
	<b>Topic: <i>Spatial Thinking and Skills</i></b>	<b>Places and Regions</b>	<b>Human Systems</b>
<b>Geography Strand</b>	<b>Content Statements:</b> 3. Globes and other 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. 4. Latitude and longitude can be used to identify absolute location.	<b>Content Statement:</b> 5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).	<b>Content Statements:</b> 6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. 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. 8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

<b>Topic:</b>	<b><i>Civic Participation and Skills</i></b>		<b><i>Roles and Systems of Government</i></b>	
<b>Government Strand</b>	<b>Content Statement:</b> 9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.		<b>Content Statement:</b> 10. 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>Topic:</b>	<b><i>Economic Decision Making and Skills</i></b>	<b><i>Scarcity</i></b>	<b><i>Markets</i></b>	<b><i>Financial Literacy</i></b>
<b>Economics Strand</b>	<b>Content Statements:</b> 11. Economists compare data sets to draw conclusions about relationships among them. 12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	<b>Content Statements:</b> 13. The fundamental questions of economics include what to produce, how to produce and for whom to produce. 14. When regions and/or countries specialize, global trade occurs.	<b>Content Statement:</b> 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 inputs (human resources, natural resources and capital) used.	<b>Content Statement:</b> 16. When selecting items to buy, individuals can compare the price and quality of available goods and services.

**Theme: 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.

<b>Topic:</b>	<b>Historical Thinking and Skills</b>	<b>Early Civilizations</b>	<b>Feudalism and Transitions</b>	<b>First Global Age</b>
<b>History Strand</b>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.</li> <li>Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.</li> <li>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.</li> <li>The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.</li> <li>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.</li> </ol>	<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.</li> <li>The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.</li> <li>European economic and cultural influence dramatically increased through explorations, conquests and colonization.</li> <li>The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.</li> </ol>
<b>Topic:</b>	<b>Spatial Thinking Skills</b>		<b>Human Systems</b>	
<b>Geography Strand</b>	<p><b>Content Statement:</b></p> <ol style="list-style-type: none"> <li>Maps and other geographic representations can be used to trace the development of human settlement over time.</li> </ol>		<p><b>Content Statements:</b></p> <ol style="list-style-type: none"> <li>Geographic factors promote or impede the movement of people, products and ideas.</li> <li>Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.</li> <li>Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</li> </ol>	

<b>Topic:</b>	<b><i>Civic Participation and Skills</i></b>		<b><i>Roles and Systems of Government</i></b>	
<b>Government Strand</b>	<b>Content Statement:</b> 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.		<b>Content Statements:</b> 17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments. 18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.	
	<b>Topic:</b>	<b><i>Economic Decision Making and Skills</i></b>	<b><i>Scarcity</i></b>	<b><i>Markets</i></b>
<b>Economics Strand</b>	<b>Content Statement:</b> 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.		<b>Content Statement:</b> 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.	
			<b>Content Statement:</b> 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.	

**Theme: 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.

<b>Topic:</b>	<b>Historical Thinking and Skills</b>	<b>Colonization to Independence</b>	<b>A New Nation</b>	<b>Expansion</b>	<b>Civil War and Reconstruction</b>
<b>History Strand</b>	<p><b>Content Statement:</b></p> <p>1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</p>	<p><b>Content Statements:</b></p> <p>2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</p> <p>3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.</p> <p>4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.</p> <p>5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</p>	<p><b>Content Statements:</b></p> <p>6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.</p> <p>7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</p> <p>8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</p>	<p><b>Content Statements:</b></p> <p>9. The United States added to its territory through treaties and purchases.</p> <p>10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.</p>	<p><b>Content Statements:</b></p> <p>11. 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.</p> <p>12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</p>

<b>Topic:</b>	<b><i>Spatial Thinking and Skills</i></b>		<b><i>Human Systems</i></b>	
<b>Geography Strand</b>	<p><b>Content Statement:</b> 13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p>		<p><b>Content Statements:</b> 14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences. 15. 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. 16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole. 17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.</p>	
<b>Topic:</b>	<b><i>Civic Participation and Skills</i></b>		<b><i>Roles and Systems of Government</i></b>	
<b>Government Strand</b>	<p><b>Content Statements:</b> 18. Participation in social and civic groups can lead to the attainment of individual and public goals. 19. Informed citizens understand how media and communication technology influence public opinion.</p>		<p><b>Content Statements:</b> 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. 21. The U.S. Constitution protects citizens' rights by limiting the powers of government.</p>	
<b>Topic:</b>	<b><i>Economic Decision Making and Skills</i></b>	<b><i>Production and Consumption</i></b>	<b><i>Markets</i></b>	<b><i>Financial Literacy</i></b>
<b>Economics Strand</b>	<p><b>Content Statement:</b> 22. Choices made by individuals, businesses and governments have both present and future consequences.</p>	<p><b>Content Statement:</b> 23. 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.</p>	<p><b>Content Statement:</b> 24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p>	<p><b>Content Statement:</b> 25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.</p>