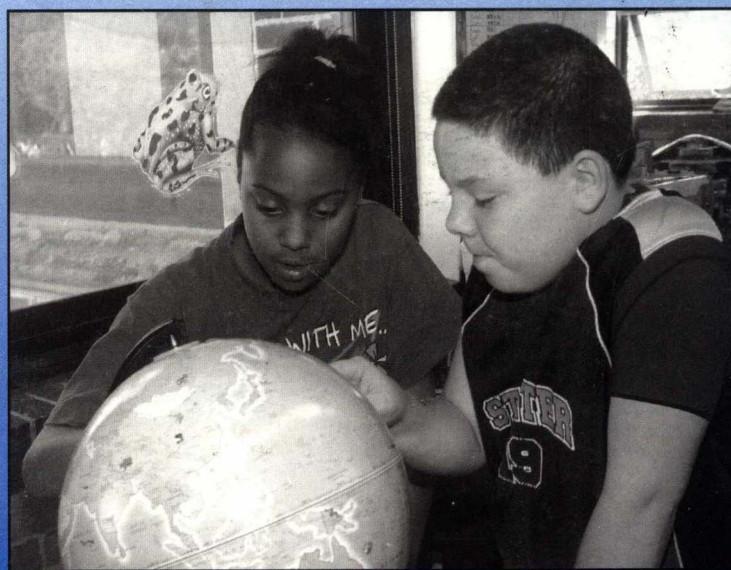


Academic Content Standards

K-12

Social Studies

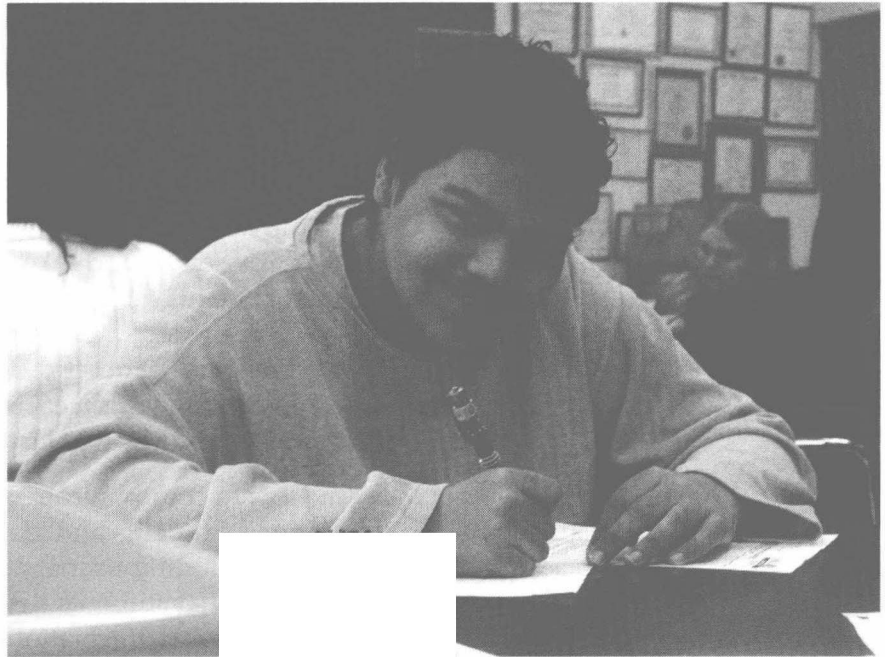


Center for Curriculum and Assessment
Office of Curriculum and Instruction



K-12 Social Studies

Overview



K-12 Social Studies

Foreword

We are excited to announce that the State Board of Education took another key step in reforming Ohio's education system December 10, 2002, when it unanimously adopted academic content standards in science and social studies. Clear standards delineate what students should know and be able to do in science and social studies. These standards will be an integral component of an aligned system that will ensure no child is left behind.

This enormous undertaking could not have occurred without the hard work and dedication of Ohio's educators and community members. The work on the science and social studies standards began with the seating of advisory committees, which made preliminary decisions that guided the work of the writing teams. Classroom teachers, parents, higher education faculty and business community leaders from across the state worked for several years as writing teams to develop the academic content standards. Seventy percent of the science writing team and 55 percent of the social studies writing team were kindergarten through 12th grade educators. We especially want to extend our gratitude to all the men and women on the standards development teams who gave their time, energy and expertise to create these standards.

The people of Ohio played a key role in the development of the academic content standards. The Office of Curriculum and Instruction at the Ohio Department of Education facilitated the standards writing process and aggressively engaged the public in reviewing drafts of the standards throughout the development process. Thousands of Ohioans gave suggestions that were evaluated and incorporated, as appropriate, by the writing teams into the final adopted standards. We want to thank all of the people who took the time to comment on the standards and participate in the development process.

Ohio's standards in science and social studies were reviewed by national experts who examined the content, developmental appropriateness and curricular considerations of the standards. Overall, the reviewers found Ohio's standards to be clear and comprehensive, setting high expectations for student learning.

The standards adoption fulfills one of the requirements of Amended Substitute Senate Bill 1, which calls for the State Board of Education to develop and adopt clear academic content standards in the areas of science and social studies by the end of 2002. The State Board of Education will use these standards as the basis for the development of achievement and/or diagnostic assessments for grades three through 10. The bill also provides the Department of Education 18 months from the standards adoption to design and produce model curricula aligned to the



ACADEMIC CONTENT STANDARDS

standards for kindergarten through 12th grade. The curriculum models will be resources that provide specific tools which teachers may use in their classroom planning and instruction as they implement a standards-based education.

The aligned system of standards, curricula and assessments will form the foundation for an accountability system that assists schools, school districts and the state in focusing resources on improving student achievement.



Jennifer L. Sheets
President
State Board of Education



Susan Tave Zelman
Superintendent of Public Instruction
Ohio Department of Education



Front Row (left to right):

Jennifer Sheets, Sue Westendorf, Deborah Owens Fink, Jennifer Stewart,
Susan Zelman

Second Row (left to right):

Marlene Jennings, Martha W. Wise, Virginia E. Jacobs, Cyrus B. Richardson,
Jr., Jo Ann Thatcher

Third Row:

Carl Wick, James L. Turner, Joseph D. Roman, Virgil E. Brown, Jr.

Fourth Row:

G.R. "Sam" Schloemer, Richard E. Baker, Michael Cochran, Jim Craig, Emerson
J. Ross, Jr.

Fifth Row:

Thomas E. McClain

K-12 Social Studies

Table of Contents



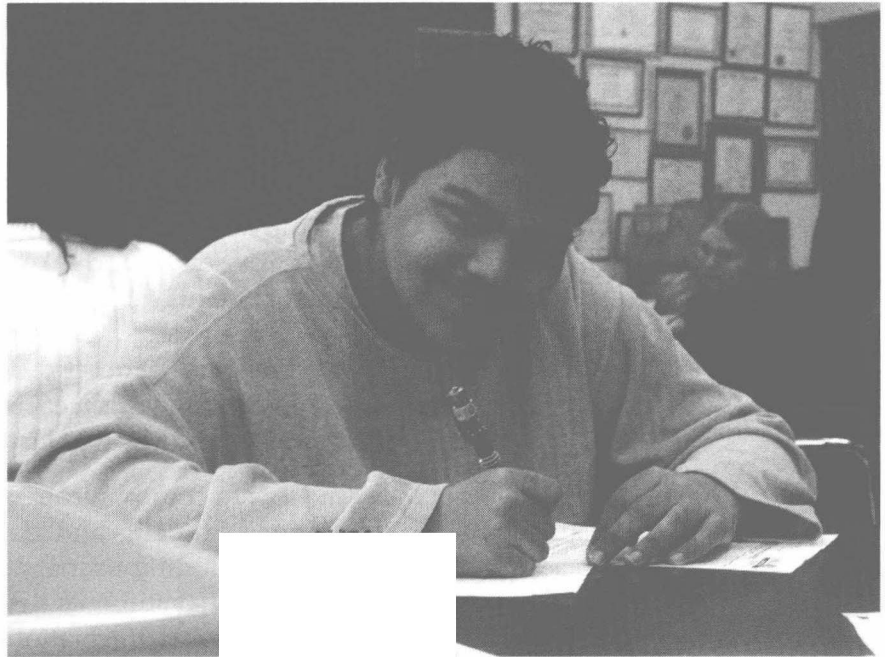
	Page
Overview	1
Structure and Format.....	17
Philosophy and Principles.....	23
Benchmarks by Standard.....	27
History	28
People in Societies	30
Geography	32
Economics	34
Government	36
Citizenship Rights and Responsibilities.....	38
Social Studies Skills and Methods.....	40
Indicators by Standard.....	42
History	42
People in Societies	56
Geography	63
Economics	72
Government	79
Citizenship Rights and Responsibilities.....	87
Social Studies Skills and Methods.....	95

ACADEMIC CONTENT STANDARDS

Benchmarks and Indicators by Grade Level.....	103
Grades K-2.....	104
Grades 3-5.....	118
Grades 6-8.....	136
Grades 9-10.....	155
Grades 11-12.....	171
Alignment of Benchmarks and Indicators.....	187
Grades K-2 Aligned Benchmarks and Indicators.....	188
Grades 3-5 Aligned Benchmarks and Indicators.....	205
Grades 6-8 Aligned Benchmarks and Indicators.....	228
Grades 9-10 Aligned Benchmarks and Indicators.....	252
Grades 11-12 Aligned Benchmarks and Indicators.....	273
Instructional Commentary.....	293
Foundations.....	294
Making Connections Across Standards and Disciplines.....	297
Program Planning.....	300
Planning For Instruction.....	305
The Role of Assessment.....	309
The Role of Technology.....	313
Making Real-World Connections.....	316
Glossary.....	319
Resources.....	327

K-12 Social Studies

Overview



ACADEMIC CONTENT STANDARDS

K-12 Social Studies

The social studies content standards provide a set of clear and rigorous expectations for all students. The seven standards clearly define a balanced program of knowledge and skills necessary for active citizenship. The standards are divided into two categories:

Content Standards: History
People in Societies
Geography
Economics
Government
Citizenship Rights and Responsibilities

Process Standard: Social Studies Skills and Methods

Social Studies Skills and Methods is listed separately as a process standard to emphasize its application throughout the social studies program. These skills are meant to be taught as students are learning the content associated with the other standards. Students need to use these skills on a regular basis as they learn content knowledge.

Whenever possible, students should have opportunities to learn social studies in real-world contexts. They should be able to examine artifacts, read primary source materials, engage in authentic experiences and take field trips. Research shows that learning is enhanced when students make meaningful connections between new information that they are learning and their own experiences. Combining social studies instruction with the study of other disciplines, such as art and literature, helps to reinforce the learning within each discipline. It also helps the students to develop conceptual frameworks that lead to broader understandings.

New technologies enable students to communicate with people in other locations and engage in realistic simulations. Students and teachers have greater access to timely social studies information including primary sources, statistics and maps. Easy access to information requires that students develop skills to enable them to evaluate the reliability and credibility of information.

Students learn knowledge and skills from each of the seven standards at every grade, but the content emphasis will vary from grade to grade. For example, the emphasis on geography is greatest in grades five and six and the emphasis on history is greatest in grades seven through 10. The scope and sequence for the social studies standards is described on the following pages, but it is necessary to read the benchmarks and grade-level indicators at each grade band in order to fully understand what students are expected to learn.



ACADEMIC CONTENT STANDARDS

The following terms and definitions are used in the document:

- Standard:** An overarching goal or theme. A standard statement describes, in broad terms, what students should know and be able to do as a result of their studies.
- Benchmark:** A specific statement of what a student should know and be able to do at a specific time in his/her schooling. Benchmarks are used to measure a student's progress toward meeting a standard. Benchmarks are defined for grade bands K-2, 3-5, 6-8, 9-10 and 11-12.
- Grade-level Indicator:** A specific statement of the knowledge and/or skills that a student is expected to demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks.

The Development of Academic Content Standards

Joint Council of the
State Board of Education and
the Ohio Board of Regents
Academic Content Standards

The process for developing academic content standards began in 1997 when the State Board of Education and the Ohio Board of Regents created a Joint Council to oversee the implementation of recommendations made by the Secondary and Higher Education Remediation Advisory Commission. The boards began to build a common long-term agenda for pre-kindergarten through 16 education.

The Joint Council started its work by establishing a set of common expectations for what all students should know and be able to do upon completion of high school. The initial work established "common expectations" in six content areas: (1)the arts; (2)English language arts; (3)foreign languages; (4)mathematics; (5)science; and (6)social studies. These drafts were transformed into Ohio's academic content standards.

The Joint Council assembled advisory groups to assist in completing preliminary planning for the process to draft Ohio's new academic content standards. This preliminary planning included review of exemplary world-class standards from the United States and other countries, and the formulation of strategic policy recommendations. The recommendations assured that the drafting and refining of academic content standards would respect Ohio's history for sharing responsibility for curriculum decisions with Ohio's diverse learning communities.

Writing teams were made up of representatives from all 12 regions served by the Ohio Department of Education's Regional Professional Development Centers and included educators from each grade level, kindergarten through 12, as well as career-technical educators and educators of exceptional children. Ohio's diverse ethnicity, geography, types of school districts, and colleges and universities were represented on the writing teams. The writing teams also included parent and business/community representatives. All original members of the teams who wrote the "common expectations" were invited back to join the writing teams.

When the writing teams completed the draft academic content standards documents, these documents were subjected to a period of extensive public engagement and rigorous review. Focus group meetings and electronic feedback via the Web page allowed all stakeholders to express their opinions. The writing teams reviewed the public feedback and made revision recommendations in response to the issues raised by feedback. The draft standards presented to the State Board of Education for adoption reflect the final recommendations of this writing process and include grade-level indicators of progress (kindergarten through 12), benchmarks that will serve as checkpoints at key grade bands, philosophies and guiding assumptions.



ACADEMIC CONTENT STANDARDS

Development and Implementation Timeline

Based on Amended Substitute Senate Bill 1

	English Language Arts	Mathematics	Science	Social Studies	Technology Foreign Languages The Arts
↑ Development					
(1) Assemble Advisory Committee	↓	↓	↓	↓	State Board adoption of these content areas will follow the adoption of English Language Arts, Mathematics, Science and Social Studies
(2) Identify Writing Team					
(3) Develop Draft Standards and Benchmarks					
(4) Convene Writing Team					
(5) Seek Focused Input					
(6) Engage the Public					
(7) Revise Draft Standards and Benchmarks					
(8) Adoption of Academic Content Standards by the State Board of Education	December 2001	December 2001	December 2002	December 2002	
↑ Implementation					
(9) Develop products and services	↓	↓	↓	↓	
(10) Design Curriculum Models					
(11) Present for Public Review					
(12) State Board Review					
(13) Adoption of Curriculum Models by State Board of Education	June 2003	June 2003	June 2004	June 2004	
↓					
(14) Deliver Curriculum Models; Professional Development	September 2003	September 2003	September 2004	September 2004	

Social Studies Writing Teams

The Ohio Department of Education wishes to express appreciation and gratitude to the writing teams who contributed expertise and time to the development of Ohio's social studies content standards. Many hours were devoted to research and thoughtful consideration of issues to ensure that the standards reflect wise and responsible thinking regarding social studies teaching and learning. The writing team members represent the many caring and concerned individuals across the state dedicated to their profession and to high quality social studies education for all Ohio students.

Social Studies Common Expectations Writing Team

Rob Baker
Wittenberg University
Professor, Political Science

Patricia Day
Dayton Public Schools
Supervisor, Social Studies

Dona Fletcher
Sinclair Community College
Associate Professor, Sociology

Douglas Haskell
University of Cincinnati
Associate Professor, Economics

Brenda Hughes
Ohio PTA
President

Kim Kozbial-Hess
Toledo Public Schools
Elementary Teacher

Teri McBee-Wiechart
Jefferson High School
High School Teacher

Mark Rittman
Cuyahoga Community College
Assistant Professor, Psychology

Randy Smith
The Ohio State University
Professor, Geography

Ricki Ulm
Elyria City Schools
Work-Study Coordinator

Allen Cooper
Otterbein College
Professor, History

Dale Fallat
The Andersons
Business

Courtney Frick
Ohio PTA
Parent

Philip Howard
University of Akron
Associate Professor, History

Abbejean Kehler
Ohio Council for Economic Education
President

Russell Maruna
Cleveland Municipal School District
Social Studies Supervisor

Caroline Peak
Cleveland Summit on Education
Parent

David Robinson
Ameritech Ohio
Business

J. Mark Stewart
Columbus Public Schools
Supervisor of Social Studies



ACADEMIC CONTENT STANDARDS

Social Studies Academic Content Standards Advisory Committee and Writing Team

Robert W. Adams
Wright State University
Associate Professor, Political Science

Beverly Begalla
Niles City Schools
Middle School Teacher

Carla Burton
Bethel Local Schools
High School Teacher

Patricia Day
Dayton Public Schools
Associate Director, Social Studies

Dona Fletcher
Sinclair Community College
Professor, Sociology

Ann Gruttadaria
Cleveland Municipal School District
Elementary Teacher

Linda Hallenbeck
Office of the Governor
Teacher in Residence

Brenda Hughes
Ohio PTA
Past President

Abbejean Kehler
Ohio Council for Economic Education
President

Barry Litteral
Collins Career Center
High School Teacher

Kay Martin
Muskingum College
Associate Professor, Education

Russell Maruna
Lorain County E.S.C.
Curriculum Coordinator

Carol Moss
Columbus Public Schools
Elementary Teacher

Bryan Ashkettle
Elyria Schools
High School Teacher

Kent Bryson
Hamilton City Schools
Middle School Teacher

Patricia Clayton
Summit County E.S.C.
Coordinator, Social Studies

Ellen Downer
Chaminade Jullienne
High School Teacher

Courtney Frick
Ohio PTA
President Elect

Elizabeth Gustafson
University of Dayton
Professor, Economics

Philip Howard
University of Akron
Associate Professor, History

Ann Johnson
Mount Vernon City Schools
Elementary Teacher

Kim Kozbial-Hess
Toledo Public Schools
Elementary Teacher

Lynette Marr
Orrville City Schools
Middle School Teacher

Scott Martin
Bowling Green State University
Professor, History

Martin Miller
Continental Local Schools
High School Teacher

Corri Page
Office of the Governor
Assistant, Education

ACADEMIC CONTENT STANDARDS

Joan Parks
Talawanda City Schools
Elementary Teacher

Mark Rittman
Cuyahoga Community College
Assistant Professor, Psychology

Mike Sammons
Ohio Center for Law-Related Education
Operations Director

James Shively
Miami University
Associate Professor, Education

Randy Smith
The Ohio State University
Professor, Geography

Larry Stelzer
Ohio Council of Retail Merchants
Business

Cynthia Tyson
Ohio State University
Assistant Professor, School of
Teaching and Learning

William Wilen
Kent State University
Professor, Social Studies Education

Caroline Peak
Cleveland Summit on Education
Parent

Bill Ross
Buckeye Council for History Education
Chair Person

Harry Searles
Ohio Historical Society
Director of Multi-Media Services

Tom Shreve
Ohio Council for the Social Studies
High School Teacher

Timothy Smith
Athens City Schools
Elementary Teacher

J. Mark Stewart
Dublin City Schools
Curriculum Coordinator

Mary Ann White
Cincinnati Public Schools
Elementary Teacher

Scope and Sequence

Kindergarten

A Child's Place in Time and Space

The kindergarten year is a time for getting acquainted with the school setting and routines. Students begin to understand the importance of rules, responsibility and decision-making. They are introduced to the cultural heritage of the United States and democratic principles through the study of national symbols and holidays. They also learn about other cultures so that they can begin to form concepts about the world beyond their own classroom and community.

Grade One

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 foundations for understanding principles of government and their role as citizens.

Grade Two

People Working Together

Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago in the United States and in other parts of the world. They become familiar with biographies of people whose work has made a difference and use historical artifacts as clues to the past. They deepen their knowledge of diverse cultures and begin to understand how cooperation can help to achieve goals.

Grade Three

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 community has 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.



ACADEMIC CONTENT STANDARDS

Grade Four

Ohio: Its Past, Its Location, Its Government

The state of Ohio is the focus for fourth grade. Students learn about the geography, history, government and economy of their state. They learn about issues and ways that citizens participate in Ohio's government. Students develop their research skills through individual and group activities.

Grade Five

Regions and People of North America

The fifth-grade year focuses on the geography of the continent of North America. Students learn how people came to the continent and about the land and resources that they found. Citizenship skills build as students learn about U.S. history and the democratic government of the United States. Students continue to develop their research skills by obtaining information from multiple sources.

Grade Six

Regions and People of the World

The sixth-grade year focuses on the study of world regions. The concentration is geographic rather than historic. Students study some of the earliest people who lived in each region in order to understand how humans interacted with the environmental conditions at that time. Connections are made to present-day world regions including characteristics of governments and economic interactions.

Grade Seven

World Studies from 1000 B.C. to 1750: Ancient Civilizations Through the First Global Age

In the seventh grade, students begin the four-year historical sequence with a study of the ancient world. This study incorporates each of the seven standards into the chronology. Students learn that each historic event is shaped by its geographic setting, culture of the people, economic conditions, governmental decisions and citizen action. Students also expand their command of social studies skills and methods.

Grade Eight

U.S. Studies from 1607 to 1877: Colonization Through Reconstruction

The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into the chronology. While students are studying a particular historic event in the United States they also look at its geographic settings, economic implications, developments in government and the role of citizens.

ACADEMIC CONTENT STANDARDS

Grade Nine

World Studies from 1750 to the Present:

Age of Revolutions Through the 20th Century

Ninth-grade students continue the chronological study of world history. This study incorporates each of the seven standards. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills.

Grade Ten

U.S. Studies from 1877 to the Present:

Post-Reconstruction Through the 20th Century

Tenth-grade students continue the chronological study of the history of the United States with emphasis on domestic affairs. This study incorporates each of the seven standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

Grade 11

Political and Economic Decisions

The focus of 11th grade is an in-depth study of the U.S. government and economy. This study incorporates all seven standards. Students study the historic roots of the political system and how it has changed over time. They continue to develop an understanding of the rights and responsibilities of citizenship, as well as personal economic responsibilities.

Grade 12

Preparing for Citizenship

The 12th grade year serves as a capstone in which students apply the knowledge and skills that they have learned during previous grades. It focuses on current events and recent history while allowing students to choose topics of particular interest. Students demonstrate skills necessary for active, effective citizenship.