

Social Studies Standards: K-8

Kindergarten

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 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 STRAND	HISTORICAL THINKING AND SKILLS	HERITAGE
	Content Statements: <ol style="list-style-type: none"> 1. Time can be measured. 2. Personal history can be shared through stories and pictures. 	Content Statements: <ol style="list-style-type: none"> 3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language. 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.
GEOGRAPHY STRAND	SPATIAL THINKING AND SKILLS	HUMAN SYSTEMS
	Content Statements: <ol style="list-style-type: none"> 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 real places. 	Content Statements: <ol style="list-style-type: none"> 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.
GOVERNMENT STRAND	CIVIC PARTICIPATION AND SKILLS	RULES AND LAWS
	Content Statement: <ol style="list-style-type: none"> 9. Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities. 	Content Statement: <ol style="list-style-type: none"> 10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.
ECONOMICS STRAND	SCARCITY	PRODUCTION AND CONSUMPTION
	Content Statement: <ol style="list-style-type: none"> 11. Individuals have many wants and make decisions to satisfy those wants. These decisions impact others. 	Content Statement: <ol style="list-style-type: none"> 12. Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy individual's wants.

Grade 1

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.

HISTORY STRAND	HISTORICAL THINKING AND SKILLS	HERITAGE
	Content Statements <ol style="list-style-type: none"> 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. 	Content Statements: <ol style="list-style-type: none"> 3. The ways basic human needs are met have changed over time.
GEOGRAPHY STRAND	SPATIAL THINKING AND SKILLS	PLACES AND REGIONS
	Content Statements: <ol style="list-style-type: none"> 4. Maps can be used to locate and identify places. 	Content Statements: <ol style="list-style-type: none"> 5. Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).
	HUMAN SYSTEMS	
	Content Statements: <ol style="list-style-type: none"> 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 	
GOVERNMENT STRAND	CIVIC PARTICIPATION AND SKILLS	RULES AND LAWS
	Content Statement: <ol style="list-style-type: none"> 8. Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions. 9. Collaboration requires group members to respect the rights and opinions of others. 	Content Statement: <ol style="list-style-type: none"> 10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

Grade 1, continued

ECONOMICS STRAND	SCARCITY	PRODUCTION AND CONSUMPTION
	Content Statement 11. Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.	Content Statement: 12. People produce and consume goods and services in the community.
	MARKETS	FINANCIAL LITERACY
	Content Statement: 13. People trade to obtain goods and services they want.	Content Statement: 14. Currency is used as a means of economic exchange.

Grade 2

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.

HISTORY STRAND	HISTORICAL THINKING AND SKILLS	HERITAGE
	Content Statements: <ol style="list-style-type: none"> 1. Time can be shown graphically on calendars and timelines. 2. Change over time can be shown with artifacts, maps, and photographs. 	Content Statements: <ol style="list-style-type: none"> 3. Science and technology have changed daily life. 4. Biographies can show how peoples' actions have shaped the world in which we live.
GEOGRAPHY STRAND	SPATIAL THINKING AND SKILLS	PLACES AND REGIONS
	Content Statements: <ol style="list-style-type: none"> 5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places. 	Content Statements: <ol style="list-style-type: none"> 6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.
	HUMAN SYSTEMS	
	Content Statements: <ol style="list-style-type: none"> 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. 	
GOVERNMENT STRAND	CIVIC PARTICIPATION AND SKILLS	RULES AND LAWS
	Content Statement: <ol style="list-style-type: none"> 10. Respect for the rights of self and others includes making responsible choices and being accountable for personal actions. 11. Groups are accountable for choices they make and actions they take. 	Content Statement: <ol style="list-style-type: none"> 12. There are different rules and laws that govern behavior in different settings.

Grade 2, continued

ECONOMICS STRAND	ECONOMIC DECISION MAKING AND SKILLS	SCARCITY
	Content Statement: 13. Information displayed on bar graphs can be used to compare quantities.	Content Statement: 14. Resources can be used in various ways.
	PRODUCTION AND CONSUMPTION	MARKETS
	Content Statement: 15. Most people around the world work in jobs in which they produce specific goods and services.	Content Statement: 16. People use money to buy and sell goods and services.
	FINANCIAL LITERACY	
Content Statement: 17. People earn income by working.		

Grade 3

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.

HISTORY STRAND	HISTORICAL THINKING AND SKILLS	HERITAGE
	Content Statements: <ol style="list-style-type: none"> 1. Events in local history can be shown on timelines organized by years, decades and centuries. 2. Primary and secondary sources can be used to show change over time. 	Content Statements: <ol style="list-style-type: none"> 3. Local communities change over time.
GEOGRAPHY STRAND	SPATIAL THINKING AND SKILLS	PLACES AND REGIONS
	Content Statements: <ol style="list-style-type: none"> 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 Statements: <ol style="list-style-type: none"> 5. Daily life is influenced by the agriculture, industry and natural resources in different communities.
	HUMAN SYSTEMS	
	Content Statements: <ol style="list-style-type: none"> 6. Evidence of positive and negative 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. 	

Grade 3, continued

GOVERNMENT STRAND	CIVIC PARTICIPATION AND SKILLS	RULES AND LAWS
	Content Statement: 9. Members of local communities have rights and responsibilities. 10. Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.	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.
	ROLES AND SYSTEMS OF GOVERNMENT	
	Content Statement: 12. Governments have authority to make and enforce laws. 13. The structure of local governments may differ from one community to another.	
ECONOMICS STRAND	ECONOMIC DECISION MAKING AND SKILLS	SCARCITY
	Content Statement: 14. Line graphs are used to show changes in data over time.	Content Statement: 15. Both positive and negative incentives affect individuals' choices and behaviors. 16. Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.
	PRODUCTION AND CONSUMPTION	MARKETS
	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 Statement: 18. A market is where buyers and sellers exchange goods and services.
	FINANCIAL LITERACY	
	Content Statement: 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.	

Grade 4

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.

	HISTORICAL THINKING AND SKILLS	HERITAGE
HISTORY STRAND	<p>Content Statements:</p> <ol style="list-style-type: none"> 1. The order of significant events in Ohio and the United States can be shown on a timeline. 2. Primary and secondary sources can be used to create historical narratives. 	<p>Content Statements:</p> <ol style="list-style-type: none"> 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. 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. 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. 6. Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812. 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. 8. Many technological innovations that originated in Ohio benefitted the United States.

Grade 4, continued

GEOGRAPHY STRAND	SPATIAL THINKING AND SKILLS	PLACES AND REGIONS
	<p>Content Statements:</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>Content Statements:</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>
	HUMAN SYSTEMS	
GOVERNMENT STRAND	HUMAN SYSTEMS	
	<p>Content Statements:</p> <p>12. People have modified the environment throughout history resulting in both positive and negative consequences 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 multicultural 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>	
	CIVIC PARTICIPATION AND SKILLS	RULES AND LAWS
	<p>Content Statement:</p> <p>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.</p> <p>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.</p>	<p>Content Statement:</p> <p>17. Laws can protect rights, provide benefits and assign responsibilities.</p> <p>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.</p>
ROLES AND SYSTEMS OF GOVERNMENT		
<p>Content Statement:</p> <p>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.</p>		

Grade 4, continued

ECONOMICS STRAND	ECONOMIC DECISION MAKING AND SKILLS	PRODUCTION AND CONSUMPTION
	Content Statement: 20. Tables and charts organize data in a variety of formats to help individuals understand information and issues.	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.
	FINANCIAL LITERACY	
	Content Statement: 22. Saving a portion of income contributes to an individuals' financial well-being. Individuals can reduce spending to save more of their income.	

Grade 5

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.

HISTORY STRAND	HISTORICAL THINKING AND SKILLS	EARLY CIVILIZATIONS
	Content Statements: <ol style="list-style-type: none"> 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 Statements: <ol style="list-style-type: none"> 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.
	HERITAGE	
	Content Statements: <ol style="list-style-type: none"> 3. European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today. 	
GEOGRAPHY STRAND	SPATIAL THINKING AND SKILLS	PLACES AND REGIONS
	Content Statements: <ol style="list-style-type: none"> 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. 5. Latitude and longitude can be used to make observations about location and generalizations about climate 	Content Statements: <ol style="list-style-type: none"> 6. Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.
	HUMAN SYSTEMS	
	Content Statements: <ol style="list-style-type: none"> 7. The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments. 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. 	<ol style="list-style-type: none"> 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. 10. The Western Hemisphere is culturally diverse (eg., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.

Grade 5, continued

GOVERNMENT STRAND	CIVIC PARTICIPATION AND SKILLS	ROLES AND SYSTEMS OF GOVERNMENT
	Content Statement: 11. 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.	Content Statement: 12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.
ECONOMICS STRAND	ECONOMIC DECISION MAKING AND SKILLS	SCARCITY
	Content Statement: 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 made by individuals and governments have both present and future consequences.	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.
	PRODUCTION AND CONSUMPTION	MARKETS
	Content Statement: 16. The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.	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.
	FINANCIAL LITERACY	
	Content Statement: 18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.	