

# OHIO History- Social Science Content Standards 2018

## In the Footsteps of History

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### > Grade 6. Theme: Regions and Peoples 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 Strand

##### **Historical Thinking and Skills**

Content Statements:

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

**Marco Polo, Isabella Bird, Ibn Battuta units, Walkabouts**

##### **Early Civilizations**

Content Statements:

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.

**Marco Polo, Isabella Bird, Ibn Battuta units, Walkabouts**

#### Geography Strand

## **Spatial Thinking and Skills**

Content Statements:

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.

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

## **Places and Regions**

Content Statements:

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

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

## **Human Systems**

Content Statements:

6. The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify 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. Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

**Marco Polo, Isabella Bird, Ibn Battuta units, Walkabouts**

## **Government Strand**

### **Civic Participation and Skills**

Content Statement:

9. 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.

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units**

## **Economic Strand**

### **Economic Decision Making and Skills**

Content Statement:

11. Economists compare data sets to draw conclusions about relationships among them.

12. 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.

**Marco Polo, Isabella Bird, Ibn Battuta units**

### **Scarcity**

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.

**Marco Polo, Isabella Bird, Ibn Battuta units**

### **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.

**Marco Polo, Ibn Battuta units**

### **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.

**Marco Polo, Ibn Battuta units**

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## **> Grade 7. Theme: World Studies From 750 BC to 1600 AD: 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 Strand**

### **Historical Thinking and Skills**

Content Statements:

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.

**Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts**

### **Early Civilizations**

Content Statements:

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.

**Walkabouts**

### **Feudalism and Transitions**

Content Statements:

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.

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.

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.

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.

**Marco Polo, Ibn Battuta (Islam lesson) units, Walkabouts**

### **First Global Age**

### Content Statements:

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

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

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

**Marco Polo, Ibn Battuta, Isabella Bird units, Walkabouts**

## Geography Strand

### Spatial Thinking and Skills

#### Content Statements:

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

**Marco Polo, Inuit, Isabella Bird, Ibn Battuta units**

### Human Systems

#### Content Statements:

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

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.

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

**Marco Polo, Inuit, Isabella Bird, Ibn Battuta units, Walkabouts**

## Government Strand

### Civic Participation and Skills

#### Content Statements:

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.

**Marco Polo, Ibn Battuta units**

## Economic Strand

## **Economic Decision Making and Skills**

Content Statements:

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.

**Marco Polo, Ibn Battuta units**

## **Scarcity**

Content Statements:

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

**Marco Polo, Isabella Bird, Ibn Battuta units**

## **Markets**

Content Statements:

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

**Marco Polo, Isabella Bird, Ibn Battuta units**

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## **> Grade 8. Theme: US 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 Strand**

### **Historical Thinking and Skills**

Content Statements:

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

**Henson, Inuit units**

### **Colonization to Independence**

Content Statements:

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

**Inuit unit**

### **Geography Strand**

#### **Spatial Thinking and Skills**

Content Statements:

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

**Henson, Inuit units**

#### **Human Systems**

Content Statements:

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

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.

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

**Henson, Inuit units**

### **Economic Strand**

#### **Economic Decision Making and Skills**

Content Statements:

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

**Inuit unit**

## **Production and Consumption**

Content Statements:

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.

### **Walkabouts**

## **Markets**

Content Statements:

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

### **Marco Polo (Extension in Lesson 5)**

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## **> High School Courses: Modern World History**

Theme: This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### **TOPIC: HISTORICAL THINKING AND SKILLS**

Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

CONTENT STATEMENTS:



1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
2. Historians develop theses and use evidence to support or refute positions.
3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

**Marco Polo, Henson, Isabella Bird, Ibn Battuta units, Walkabouts**

#### **TOPIC: AGE OF ENLIGHTENMENT (1600-1800)**

The Age of Enlightenment developed from the Scientific Revolution of the 16th and 17th centuries. A new focus on reasoning was used to understand social, political and economic institutions.

#### **CONTENT STATEMENTS:**

4. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.
5. Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.
6. Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.

**Walkabouts**

#### **TOPIC: AGE OF REVOLUTIONS (1750-1914)**

The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.

#### **CONTENT STATEMENTS:**

7. The American and French Revolutions influenced Latin American revolutions for independence.
8. Industrialization had social, political and economic effects on Western Europe and the world.

**Walkabouts**

#### **TOPIC: IMPERIALISM (1800-1914)**

The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This “new imperialism” focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.

#### CONTENT STATEMENTS:

9. Imperial expansion had political, economic and social roots.
10. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.
11. The consequences of imperialism were viewed differently by the colonizers and the colonized.

**Isabella Bird, Ibn Battuta units**

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### **> High School Courses: Contemporary World Issues**

Theme: The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.

#### TOPIC: GLOBAL CONNECTIONS

The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.

#### CONTENT STATEMENTS:

1. Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.

**Marco Polo (Extension in Lesson 5), Ibn Battuta Extension Lesson**

#### TOPIC: SUSTAINABILITY

An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.

#### CONTENT STATEMENTS:

11. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.
12. Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.
13. International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.

### **Marco Polo (Extension in Lesson 3)**

#### **TOPIC: THE GLOBAL ECONOMY**

The global economy is an international marketplace fueled by competition, trade and integration.

#### **CONTENT STATEMENTS:**

19. The global economy creates advantages and disadvantages for different segments of the world's population.
20. Trade agreements, multinational organizations, embargoes and protectionism impact markets.
21. The distribution of wealth and economic power among countries changes over time.
22. The global economy creates interdependence so that economic circumstances in one country impact events in other countries.

### **Marco Polo (Extension in Lesson 5)**

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## **> High School Courses: World Geography**

Theme: This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.

#### **TOPIC: SPATIAL THINKING AND SKILLS**

The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.

#### CONTENT STATEMENTS:

1. Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.
2. Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.

**Marco Polo, Henson, Isabella Bird, Ibn Battuta units**

#### TOPIC: ENVIRONMENT AND SOCIETY

Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.

#### CONTENT STATEMENTS:

3. Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).
4. Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in floodplains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as heat source and using extra insulation to retain heat).
5. Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).
6. There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense).

7. Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development)

**Marco Polo (Extension in Lesson 5), Inuit, Ibn Battuta (nomads) units**

#### **TOPIC: MOVEMENT**

People interact with other people, places, and things every day of their lives. They travel from one place to another; they communicate with each other; and they rely upon products, information, and ideas that come from beyond their immediate environment.

#### **CONTENT STATEMENTS:**

8. Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).

9. Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).

10. Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affects stock markets in different countries).

**Marco Polo (Extension in Lesson 5), Inuit, Ibn Battuta (nomads) units**

#### **TOPIC: REGION**

A region is an area on the earth's surface that is defined by certain unifying characteristics which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.

#### **CONTENT STATEMENTS:**

11. Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).

12. The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).

13. There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).

14. Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).

**Marco Polo, Isabella Bird, Ibn Battuta units**

#### **TOPIC: HUMAN SETTLEMENT**

People live in settlements which vary in size, composition, location, arrangement, and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.

#### **CONTENT STATEMENTS:**

15. Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).

16. Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves).

**Inuit, Ibn Battuta (nomads) units**

**TOPIC: GLOBALIZATION** The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.

#### **CONTENT STATEMENTS:**

17. Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).

18. Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development of infrastructure impacts local ecosystems and economies, computer hacking into sensitive data bases leads to insecurity).

19. Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus

global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access).

**Marco Polo (Extensions in Lesson 5), Inuit unit**