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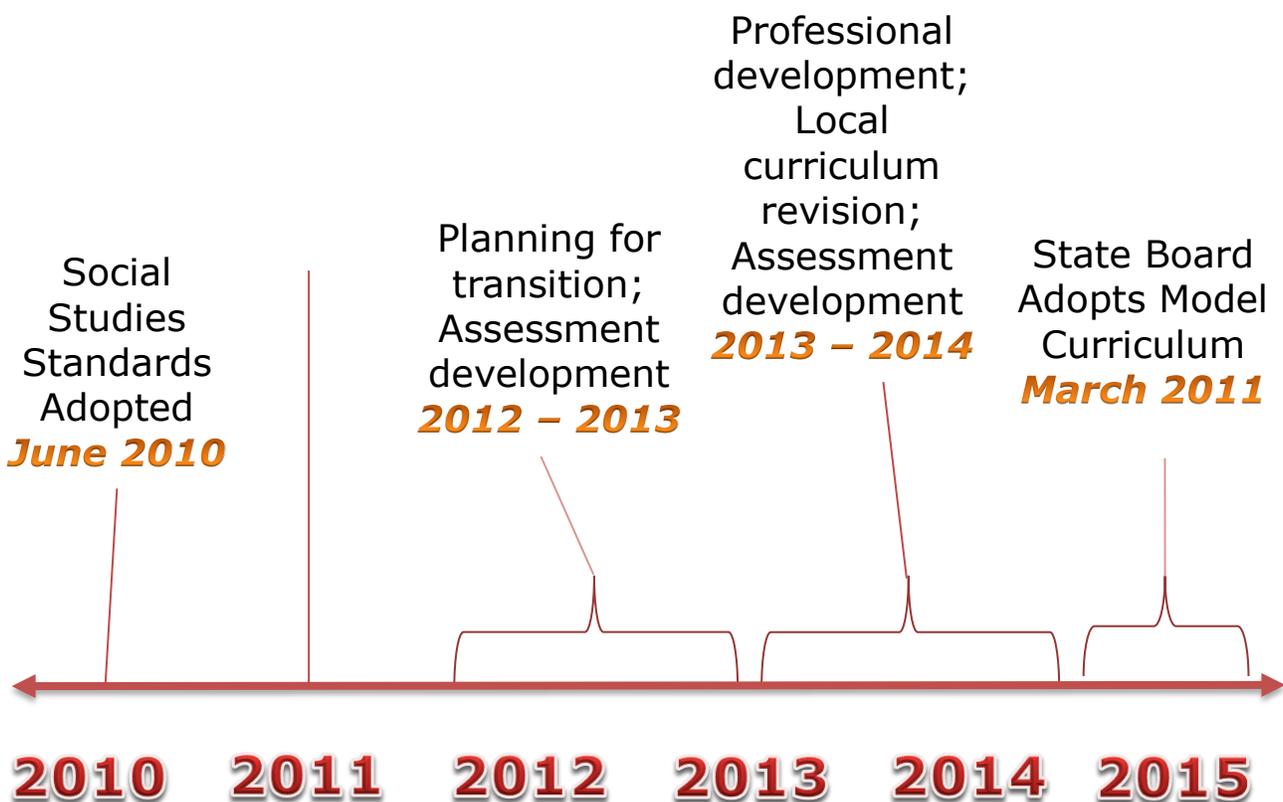
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Academic Content Standards

1. When should schools implement Ohio's New Learning Standards: K – 12 Social Studies?

Implementation of *Ohio's New Learning Standards: K – 12 Social Studies* will occur over several years as support materials and assessments are developed. In March 2011, the State Board of Education adopted model curricula that will assist schools in designing curriculum locally. While there is no implementation deadline that schools and districts must meet, new statewide assessments aligned to new content standards will be implemented during the 2014-2015 school year.

Timeline for Transition to New Standards



2. How will the new social studies standards and model curricula be distributed?

Ohio's New Learning Standards: K – 12 Social Studies are currently available on the Ohio Department of Education's [website](#).

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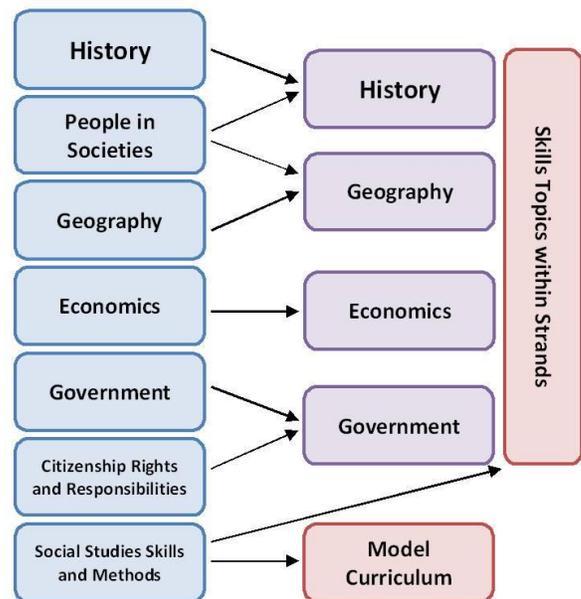
3. How are the new social studies standards organized?

The new social studies standards are organized using the following components: Strands, Themes, Topics and Content Statements.

- **Strands:** the four disciplines within the social studies
- **Themes:** the focus for a particular grade level or the descriptive narrative of a high school course syllabus
- **Topics:** the different aspects of content within a strand, including skills topics
- **Content Statements:** the essential knowledge to be learned at each grade level or within each course

One of the goals of the standards revision project was to streamline the standards, which was partially achieved through collapsing the seven standards into four strands. The first column in the diagram indicates the 2002 standard structure. The second column indicates the structure of the new standards with four strands and integrated skills topics.

To narrow down content to four strands, the essential content from the People in Societies standard has been incorporated in both the History and Geography strands. Essential elements from the Government and Citizenship Rights and Responsibilities standards have been combined into one strand.



4. How does the language of Ohio's New Learning Standards: K-12 Social Studies compare to the 2002 academic content standards? Is a topic equivalent to a benchmark? Are content statements equivalent to grade-level indicators?

While there are some parallels between elements of the 2002 and the new social studies standards – grade-level themes exist in both versions and standards are analogous to strands – content statements and topics are new to the revised standards.

- Content statements are not equivalent to grade-level indicators. Content statements are focused on the essential knowledge to be learned and do not indicate cognitive levels as grade-level indicators had. Cognitive levels will be suggested within the expectations for learning component of the model curricula.
- Topics are not equivalent to benchmarks. Topics represent areas of learning within a strand and may span multiple grade levels. Topics are not equivalent to benchmarks because they are not associated with just one grade band and do not indicate a cognitive level.

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More information on the connections between the standards can be found in crosswalk documents for K-8 and high school. They can be accessed on ODE's website at education.ohio.gov, keyword search: *social studies standards*.

5. How are the new social studies standards for high school different from the 2002 standards?

Ohio's New Learning Standards for high school course syllabi are distinctly different from the 2002 standards for grades 9-12. Previously, content in grades 9-12 was organized in grade bands, with grade-level indicators for each grade. The new standards include course syllabi which are not grade specific. The syllabi are organized around course themes and topics. Topics then are broken down into content statements. Content statements at the high school level are not directly associated with strands (as they are in grades K-8), but may instead represent learning from more than one of the social studies disciplines.

6. Does instruction have to be based on the high school course syllabi?

The syllabi adopted by the State Board of Education in 2010 are available for districts to use as they plan course offerings, but are not required or mandated by the Ohio Department of Education (ODE). Districts and schools have local control over curricular decisions. Section 3301.079 (B) of the Ohio Revised Code stipulates that *"All school districts, community schools, and STEM schools may utilize the state standards and the model curriculum established by the state board, together with other relevant resources, examples, or models to ensure that students have the opportunity to attain the academic standards."*

7. Do schools need to offer all of the high school courses for which syllabi have been developed?

No, schools do not have to offer all six of the high school courses for which standards have been adopted. The inclusion of six course syllabi in the 2010 standards is not meant to prescribe or limit the courses which districts may offer in their social studies programs. However, it is important to note that the requirements for graduation from high school include one-half unit of American history, one-half unit of American government and two units of social studies.

8. Will there be common core national standards for social studies? Will Ohio participate?

There are no plans as of December 2012 to have the social studies discipline be incorporated as a part of the Common Core Standards initiative. However, there is a corollary initiative to develop a framework for states to use in developing social studies standards. Known as the "College, Career, and Civic Life (C3) Framework of Inquiry in Social Studies State Standards," this effort was initiated under the auspices of the Council of Chief State School Officers (CCSSO) as part of its State Collaboratives on Assessment and Student Standards (SCASS). Representatives of the Ohio Department of Education have been participating on the Social Studies Assessment, Curriculum and Instruction (SSACI) SCASS. This group has served as the steering committee for the project. More information about the C3 project is available on the CCSSO website at <http://www.ccsso.org/>.

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9. Are there academic content standards for financial literacy?

Yes. The State Board of Education approved Ohio’s K-12 Financial Literacy Academic Content Standards in June 2012. They can be found [here](#).

Model Curriculum

10. What resources will be available to assist with implementation of Ohio’s New Learning Standards: K-12 Social Studies?

ODE will continue to work with educators across the state to develop the model curriculum to support implementation of the new standards. The model curriculum provides guidance and support for instructional, curricular and formative assessment design to be completed at the local level. The model curriculum in social studies includes content elaborations, expectations for learning, instructional strategies and resources, differentiated instruction ideas, connections and essential questions.

This template below shows the organization the social studies model curriculum documents follow.

- **Content Elaborations:** statements that help clarify and/or amplify the content statements to help make them more easily understood and taught
- **Expectations for Learning:** statements that specify what students should know and be able to do; these can provide guidance for how students may be assessed
These two aspects of the model curriculum will contribute to the development of assessments at the local and state-wide levels.

Theme	<i>The focus for a particular grade level or the descriptive narrative of a high school course syllabus.</i>	
Strand	<i>The four disciplines within the social studies: History, Geography, Government and Economics.</i>	
Topic	Topic <i>The different aspects of content within a strand.</i>	
Content Statement	<i>The essential knowledge to be learned at each grade level or within each course.</i>	
Content Elaborations Statements that help clarify and/or amplify the content statements to help make them more easily understood and taught.	Instructional Strategies Various approaches that can be used to effectively deliver instruction. Strategies should be content-specific; entries should be 2-3 sentences in length. The Instructional Strategy and Resource Review Rubric will help guide development.	
Expectations for Learning Statements that specify what students should know and be able to do; these can provide guidance for how students may be assessed.	Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org .	
	Instructional Resources Selected print or Web-based materials that support instruction; resources may include references to websites providing primary sources. All resources should be reviewed using the Resource Review Rubric; entries should be concise and include a link to the most appropriate landing page with instructions on how to access particular resources.	
	Connections Ideas that connect strands and/or topics within a grade and among disciplines; connections may include lesson or unit level questions that link the study of multiple content statements together.	
Essential Questions Essential questions help focus teaching and learning on the big ideas or concepts of the grade-level or course; essential questions reflect the key ideas of social studies learning and may span multiple grade levels or courses.		

- **Instructional Strategies and Resources** will provide guidance and support for local instructional and curricular design. This will include content-specific instructional ideas, suggestions for aligned resources, differentiated classroom ideas, and ways for students to demonstrate their learning.

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- **Connections and Essential Questions** will help teachers plan instruction around big ideas and to connect student learning within and across disciplines.
These two aspects of the model curriculum will be updated on an ongoing basis.

11. **How are 21st century skills integrated into Ohio's New Learning Standards: K-12 Social Studies?**

Ohio's New Learning Standards: K-12 Social Studies integrate 21st century skills and knowledge into content statements at all grade levels and in all high school courses. In grades K-8, skills are explicitly stated through topics within each of the four strands: *Historical Thinking and Skills, Spatial Thinking and Skills, Civic Participation and Skills, Economic Decision Making and Skills, and Financial Literacy*. Other 21st century skills and knowledge are embedded in content-based topics in grades K-8 including *Human Systems, Scarcity, Markets, and Production and Consumption*. Each high school course syllabus includes at least one skills topic that encourages the integration of skills and content that align with the Framework for 21st Century Learning.

12. **How does ODE define 21st century skills?**

ODE is a member of The Partnership for 21st Century Skills (www.p21.org). The Partnership is a national organization that advocates for 21st century readiness for every student. The Partnership has developed a vision for learning known as the Framework for 21st Century Learning which describes the skills, knowledge and expertise students must master to succeed in work and life. In addition, it has identified the following content and skills as critical to success in contemporary communities and workplaces:

21st Century Themes:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

Learning and Innovation Skills:

- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration

Information, Media and Technology Skills:

- Information literacy
- Media literacy
- Information, Communications and Technology (ICT) literacy

Life and Career Skills:

- Flexibility and adaptability

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- Initiative and self-direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility

13. Are global connections included in the model curricula?

Strategies and resources that can be used to emphasize global connections and perspectives are included in the model curricula.

14. Is inquiry-based learning included in the model curricula?

Strategies and resources appropriate for inquiry-based learning are included in the model curricula.

15. Is financial literacy required to be part of the social studies curriculum?

Amended Substitute Senate Bill 311, also known as the Ohio Core, requires integration of financial literacy within a social studies or other appropriate course. The financial literacy requirement of the Ohio Core is effective with freshmen who enroll in high school on or after July 1, 2010 – the graduating class of 2014. While the content of the financial literacy curriculum is expressed in the 2002 standards academic content standards for social studies, financial literacy does not have to be taught in the context of a social studies class.

For more information please review the financial literacy FAQ document at the following link:

[Frequently Asked Questions about Financial Literacy Requirements](#)

Assessment

16. What are the new assessments for social studies?

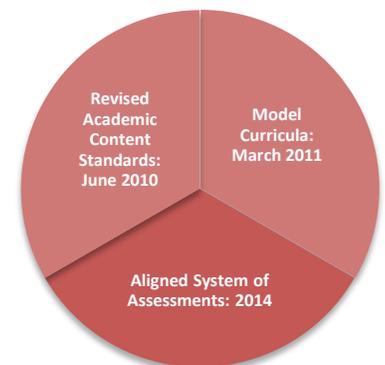
The new state social studies assessments are Ohio Achievement Assessments for grades four and six. (These grades are proposed and will require a change in the ORC.) End-of-course tests will be given in American History and American Government.

17. When will statewide assessments aligned to the new social studies standards be implemented?

Implementation of statewide assessments aligned to *Ohio's New Learning Standards: K-12 Social Studies* will begin during the 2014-2015 school year.

18. What will the new statewide assessments be aligned to?

Assessments aligned to the new standards will be based on content statements and their associated content elaborations and expectations for learning as delineated in the model curriculum.



Frequently Asked Questions

Transitioning

19. What can schools and districts do now to prepare for the transition to the new social studies standards?

During the statewide development of the model curricula and assessments, schools and districts can begin to take action locally through the following steps:

- Build awareness of Ohio's New Learning Standards: K-12 Social Studies.
- Encourage teachers to participate in statewide model curriculum teacher meetings.
- Begin professional development for teachers and administrators.
- Integrate 21st century skills into existing curriculum (www.p21.org).
- Promote performance-based assessment.
- Use the *Transition* and *Resource* tools found in the social studies standards page.

20. What upcoming events and next steps should social studies teachers be aware of?

Model Curricula:

- Information sessions and professional development opportunities will be offered through the state's Educational Service Centers.
- ODE will continue to offer professional learning opportunities.
- Subscribe to the [Social Studies Signal](#) for updates and professional development opportunities.